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Introductory Course

Language and Sentence Skills Practice

Support for *Warriner's Handbook*

- ▶ Lesson Worksheets
- ▶ Chapter Reviews
- ▶ "Choices" Activities
- ▶ Literary Models
- ▶ Proofreading Applications

FOR

- Grammar
- Usage
- Mechanics
- Sentences



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Using This Workbook

The worksheets in this workbook provide practice, reinforcement, and extension for *Warriner's Handbook*.

Most of the worksheets you will find in this workbook are **traditional worksheets** providing practice and reinforcement activities on every rule and on all major instructional topics in the grammar, usage, and mechanics chapters in *Warriner's Handbook*.

You will also find in the workbook several kinds of **Language in Context worksheets**, which have been developed to expand the exploration and study of grammar, usage, and mechanics. The Language in Context worksheets include Choices worksheets, Proofreading Applications, Literary Model worksheets, and Writing Applications.

- **Choices** worksheets offer up to ten activities that provide new ways of approaching grammar, usage, and mechanics. Students can choose and complete one independent or group activity per worksheet. Choices activities stimulate learning through research, creative writing, nonfiction writing, discussion, drama, art, games, interviews, music, cross-curricular activities, technology, and other kinds of projects, including some designed entirely by students.
- **Proofreading Application** worksheets help students apply what they learn in class to contexts in the real world. Students use proofreading symbols to correct errors in grammar, usage, and mechanics in practical documents such as letters, applications, brochures, and reports. A chart of proofreading symbols is provided on page 348 of this workbook.
- **Literary Model** worksheets provide literary models that demonstrate how published authors use various grammatical forms to create style or meaning. Students identify and analyze each author's linguistic choices and then use grammatical forms to create style or meaning in their own literary creations. Students are asked to reflect on their own linguistic choices and to draw connections between the choices they make and the style or meaning of their work.
- **Writing Application** worksheets are similar to the Writing Application activities in the grammar, usage, and mechanics chapters in *Warriner's Handbook*. Following the writing process, students use specific grammatical forms as they create a publishable document such as a letter, report, script, or pamphlet.

The Teaching Resources include the **Answer Key** in a separate booklet titled *Language and Sentence Skills Practice Answer Key*.

NAME _____

CLASS _____

DATE _____

for CHAPTER 1: THE SENTENCE pages 2–14

Choices: Using Your Sentence Sense

Here's your chance to step out of the grammar book and into the real world. You may not notice parts of sentences, but you and the people around you use them every day. The following activities challenge you to find a connection between sentences and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

REPRESENTING

Bigger and Bigger

Help your classmates see how a complete subject can grow from a single letter (*I*) to a dozen words or more. Write a series of sentences, each one with a complete subject that is just a bit longer than the last. Then, prepare a poster. At the top of the poster, write the sentence with the smallest complete subject. As you move down the poster, write sentences with increasingly longer complete subjects. Center the sentences so that they form a pyramid. Write the simple subject of each sentence in a different color.

WRITING

The Nitty-Gritty

Subjects and verbs are the core, the nitty-gritty, of sentences. Write a poem using only subjects and verbs. That's right—no adverbs, adjectives, articles, complements, or prepositional phrases.

DEBATE

Show Me

Can you write a sentence in which an adverb, an adjective, or a preposition functions as the subject of a sentence? Try it! Then, ask your classmates to try, and lead them in a discussion of whether or not it is possible.

DEMONSTRATION

Bare Bones

The subject and verb carry the essential meaning of a sentence. But just how much meaning can subjects and verbs carry? Take a paragraph or two of published writing that you like. Identify each subject and verb in every sentence. Then, cross everything else out. What do you have left? Read the paragraph made up of only subjects and verbs. Does it make sense? If so, why? If not, why not? Have answers to these questions ready

when you demonstrate this process to the class. Prepare “before and after” posters, or write your paragraphs on the chalkboard so that you can erase everything except the subject and verb.

MUSIC

As Fast as You Can

You probably know several traditional handclap routines and the raps and rhymes that go with them. Many of them are made up of imperative sentences. Get together with a friend and create a handclap routine with a rap to go with it. Be sure you use complete imperative sentences. When you're satisfied with your routine, perform it for your classmates. Maybe they'll remember it for at least as long as you have remembered “Pat-a-Cake.”

DISCUSSION

Natural Habitats

Some places are natural habitats for certain types of sentences. For instance, you can hear plenty of imperative sentences, such as “Salute your officers,” on any military base. You can hear interrogative sentences—such as “What seems to be bothering you?”—at a doctor's office. Write down at least two natural habitats for each sentence type; then, come up with at least two example sentences for each habitat. Share copies of your list with your classmates.

DRAMA

Communication Gap

Write a dialogue for four characters. One character speaks in only declarative sentences, one in only interrogative sentences, one in only imperative sentences, and one in only exclamatory sentences. Find three or four friends and stage your skit for the class.

for CHAPTER 1: THE SENTENCE pages 4–5

Sentences and Sentence Fragments A

- 1a.** A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

EXAMPLE The American bison is brown and black.

A **sentence fragment** is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Graze on the plain.

SENTENCE The bison graze on the plain.

EXERCISE Decide whether each group of words is a sentence or a sentence fragment. Write S for *sentence* or SF for *sentence fragment* on the line provided.

Example SF 1. Has a large head and shoulders.

- _____ 1. Zoologists call the American buffalo a bison.
- _____ 2. May weigh up to three thousand pounds.
- _____ 3. Live in herds and feed on grass.
- _____ 4. Once roamed across North America.
- _____ 5. In 1850, there were still about twenty million bison.
- _____ 6. By 1890, bison were almost extinct.
- _____ 7. Didn't kill all those bison.
- _____ 8. Now, more than thirty thousand.
- _____ 9. Bison were difficult to hunt on foot.
- _____ 10. The horse and the gun changed Plains Indian life.
- _____ 11. Moved from camp to camp.
- _____ 12. Plains Indians began to use horses about 1600.
- _____ 13. Brought to America by the Spanish.
- _____ 14. Wild herds of mustangs in the American West.
- _____ 15. *Mustang* may come from a Spanish word meaning "ownerless horses."
- _____ 16. *Bronco* another Spanish word.
- _____ 17. Some people call any bad-tempered horse a bronco.
- _____ 18. Also another word for mustang.
- _____ 19. Descendants of wild mustangs are still used to herd cattle.
- _____ 20. Broncos, or broncs, in rodeo competitions.

Sentences and Sentence Fragments B

- 1a.** A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

EXAMPLES Didn't a picture of that headdress appear on a United States stamp?
What a beautiful arrangement of feathers it is!

A **sentence fragment** is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Brown feathers of the golden eagle.

SENTENCE Brown feathers of the golden eagle adorn the headdress.

EXERCISE A Decide whether each group of words is a sentence or a sentence fragment. Write S for sentence or SF for sentence fragment on the line provided.

Example SF 1. When we entered the museum's exhibit area.

- _____ 1. No two headdresses of the Plains Indians.
_____ 2. The feathers of the male golden eagle are a sign of bravery and speed.
_____ 3. Have you ever seen a real Plains Indian headdress?
_____ 4. At the famous Battle of the Little Bighorn, General George Custer!
_____ 5. What a fierce battle that was!
_____ 6. Lived in earth lodges or tepees.
_____ 7. Villages along rivers and streams.
_____ 8. As they followed herds of buffalo across the vast plains.
_____ 9. Buffalo meat a main part of their diet.
_____ 10. The skins of the buffalo were used for bedding, clothing, and tepees.

EXERCISE B On each line below, write a sentence that includes each sentence fragment. Add punctuation and change capitalization as needed for your sentence.

Example 1. Hissing, the cat Hissing, the cat swatted at the unfamiliar dog.

11. After the football game _____
12. Gave the school a donation _____
13. Standing by the mailbox _____
14. Will become a firefighter _____
15. Jumping up and down _____

for CHAPTER 1: THE SENTENCE pages 4–5

Sentences and Sentence Fragments C

- 1a.** A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

A **sentence fragment** is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Because we were tired.

SENTENCE We left early because we were tired.

EXERCISE Each item below shows one way a sentence fragment can be corrected. Study each correction. Then, on the line provided, show another way each fragment can be corrected.

Example 1. Fragment: Studying the solar system. Correction: Kim is studying the solar system.

The class was studying the solar system.

1. Fragment: My neighbor Flo. Correction: My neighbor Flo is a dancer.

2. Fragment: Waiting for the bus. Correction: Mr. Bossio is waiting for the bus.

3. Fragment: Cutting the apple into four pieces. Correction: Cut the apple into four pieces.

4. Fragment: Len's new puppy. Correction: Have you seen Len's new puppy?

5. Fragment: After the soccer match. Correction: I spoke to Kara after the soccer match.

6. Fragment: Sent the postcards yesterday. Correction: Walt sent the postcards yesterday.

7. Fragment: Both hamsters. Correction: Both hamsters seem sick.

8. Fragment: Jogging in the park. Correction: The sisters were jogging in the park.

9. Fragment: Beneath the surface. Correction: What mysteries lie beneath the surface?

10. Fragment: Before she left. Correction: Janet called me before she left.

Simple Subjects and Complete Subjects

1b. The **subject** tells *whom* or *what* the sentence is about.

The **complete subject** consists of all the words needed to tell *whom* or *what* the sentence is about.

1c. The **simple subject** is the main word or word group that tells *whom* or *what* the sentence is about.

COMPLETE SUBJECT The English reports are due on Tuesday.

SIMPLE SUBJECT The English reports are due on Tuesday.

EXERCISE A The complete subject is underlined in the following sentences. Circle the simple subject.

Example 1. Has anyone in the class seen *The Miracle Worker*?

1. Young Helen Keller could not see, hear, or speak.
2. Didn't a serious illness cause her disabilities?
3. Helen's father hired Anne Sullivan, a teacher from Boston.
4. Ms. Sullivan used the sense of touch to communicate with Helen.
5. The Miracle Worker was a play and movie about Anne Sullivan and Helen Keller.
6. In 1904, Keller graduated from Radcliffe College.
7. Her college classes were interpreted for her by Anne Sullivan.
8. The problems of sightless people were a concern to Keller.
9. After college she worked for the American Foundation for the Blind.
10. Many people with disabilities have been inspired by Helen Keller's achievements.

EXERCISE B Underline the complete subject in the following sentences. Then, circle the simple subject.

Example 1. In the 1820s, Louis Braille devised a way for sightless people to read.

11. At first Louis Braille's dot system was not officially accepted.
12. Eventually Braille's system won acceptance all over the world.
13. Braille is a code of raised dots on paper.
14. Different arrangements of dots stand for the alphabet, punctuation marks, and numbers.
15. Sightless people can run their fingers along the dots.
16. Since the early 1960s, the process of making braille books has been improved with computers.
17. First, the text is typed into a computer.
18. The computer automatically translates the words into braille.
19. Then the raised braille figures are transferred onto metal plates or paper.
20. Have you ever seen a braille book?

Simple Predicates and Complete Predicates

1d. The **predicate** of a sentence tells something about the subject.

The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

1e. The **simple predicate**, or **verb**, is the main word or word group in the complete predicate.

EXERCISE A The complete predicate is underlined in each of the following sentences. Circle the verb (simple predicate).

Example 1. Their nests are usually found along the southeast coast of the United States.

1. Sea turtles face many dangers.
2. They can't withdraw into their shells for protection.
3. Size and swimming speed are their only defenses.
4. Shrimp boats can snag turtles in nets.
5. Sometimes other animals dig up the turtles' eggs for food.
6. People have also used turtle meat and eggs for food.
7. Volunteers are protecting the fragile eggs of the sea turtle.
8. The efforts of the volunteers may save the sea turtle from destruction.
9. Turtle preserves have been established in certain areas.
10. Do some countries protect rare turtle species?

EXERCISE B Underline the complete predicate in each of the following sentences. Then, circle the verb (simple predicate).

Example 1. Because of the efforts of Ida B. Wells, several cultural and educational services
were established.

11. Ida B. Wells was born into slavery in 1862 in Holly Springs, Mississippi.
12. She participated in the establishment of the National Association for the Advancement of Colored People.
13. She had taught school to her younger brothers and sisters after her parents' death.
14. As a journalist, Ms. Wells raised public awareness of African American issues.
15. Ida B. Wells was active in the women's suffrage movement.

Verb Phrases

A simple predicate that consists of a main verb and one or more helping verbs is called a *verb phrase*.

EXAMPLES Elie **was born** in Alexandria, Egypt.
He **has lived** in Cairo, Egypt's capital.
Have you not **seen** the photographs of his home?

EXERCISE A Underline the verb phrase in each of the following sentences.

Example 1. Elie's family didn't move to the United States until last year.

1. We have traveled to Elie's home in Cairo, Egypt.
2. Egypt is situated in the northeastern section of Africa.
3. We couldn't wait for our first tour of the country.
4. The ancient wonders of Egypt have been preserved.
5. Elie has been teaching us Egyptian history.
6. Tomorrow we will go to Pharaonic Village.
7. Daily life in ancient Egypt is reenacted there.
8. You can dress in the clothing of an Egyptian pharaoh.
9. Perhaps someone will take your picture.
10. Don't forget your camera.

EXERCISE B Underline the complete predicate in each of the following sentences. Then, circle each verb or verb phrase.

Example 1. During the reign of Ramses II, many great temples were built.

11. From about 1290 to 1224 B.C., Ramses II was pharaoh of Egypt.
12. Ramses II is known as Ramses the Great.
13. The preparation of Ramses' body for burial may have taken seventy days.
14. Scientists have conducted tests on the mummy of Ramses.
15. What did the scientists learn?
16. The pharaoh's health couldn't have been too poor.
17. The reign of Ramses lasted more than sixty years.
18. For three thousand years his mummy has survived.
19. Some ancient mummies can be found in museums.
20. New airtight cases have been developed for their protection.

for CHAPTER 1: THE SENTENCE pages 8–12

Simple and Complete Subjects and Predicates A

1c. The **simple subject** is the main word or word group that tells *whom* or *what* the sentence is about.

The **complete subject** consists of all the words needed to tell *whom* or *what* the sentence is about. The **simple subject** is part of the complete subject.

1e. The **simple predicate, or verb**, is the main word or word group in the complete predicate.

The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

EXERCISE A In each of the following sentences, underline the complete subject once. Then, underline the simple subject a second time.

Example 1. Did your family go downtown to see the parade?

1. Thousands of people went to the parade last night.
2. Those amazing acrobats are members of the same family.
3. Have you ever seen so many beautiful horses?
4. On my seat lay a pamphlet about the history of our city.
5. Who was your favorite performer?

EXERCISE B In each sentence, underline the complete predicate once. Then, underline the simple predicate, or verb, a second time.

Example 1. Have you ever entered a project in the science fair?

6. My younger brothers are always working on some kind of project.
7. They both hope for a career in chemistry.
8. Sometimes my brothers go into the basement and shut the door.
9. They stay busy for hours.
10. Most of the time their projects are really messy.
11. For example, one time they mixed butter and ink.
12. They have never done anything dangerous.
13. They can clean the basement themselves.
14. My mother once hosed them off in the front yard.
15. How dirty their clothes get!

Simple and Complete Subjects and Predicates B

1c. The **simple subject** is the main word or word group that tells *whom* or *what* the sentence is about.

The **complete subject** consists of all the words needed to tell *whom* or *what* the sentence is about. The **simple subject** is part of the complete subject.

1e. The **simple predicate, or verb**, is the main word or word group in the complete predicate.

The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

EXERCISE A In each of the following sentences, underline the simple subject once, and underline the simple predicate twice.

Example 1. Have you seen my favorite sweater?

1. Are your friends coming with us tomorrow?
2. Those swimmers practice for hours every day.
3. Next year, my uncle will be driving his truck to Alaska.
4. The rainy weather must have caused floods in the city.
5. The biology class finally finished the experiment.

EXERCISE B In each of the following sentences, underline the complete subject once, and underline the complete predicate twice.

Examples 1. Did a little brown dog run past your house?

2. The most amazing thing happened!

6. Would you join us for lunch tomorrow?
7. Inside the birdhouse were two speckled eggs.
8. James usually makes his bed before breakfast.
9. You will find your coat behind that door.
10. The light of the moon shone through the clouds.
11. During the campaign, we worked hard for our candidate.
12. Has your brother seen the dinosaur bones at the museum?
13. In one room we saw several complete skeletons.
14. The man in the blue baseball cap is my father.
15. We listened to scary stories at the campout.

Compound Subjects

- 1f.** A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.

EXAMPLE Do **oranges, grapefruit, or lemons** make the best fruit drink?

EXERCISE A Underline the compound subject in each of the following sentences.

Example 1. Did Cameron, Jared, or Mitch win the award?

1. Moose and elk are the largest members of the deer family.
2. Before dinner, Michael or Pierre will set the table.
3. Blue, green, and violet are cool colors.
4. Tigers and cheetahs belong to the cat family.
5. Mr. Itoh and Mr. Evans plan to climb Mount Everest next year.
6. Edward, Christy, and Chang won prizes in the science fair.
7. Either Tanya or Cam will play the part of Dorothy.
8. During Hurricane Hugo, rain and wind battered the coast.
9. Did Beethoven or Haydn write the *Moonlight Sonata*?
10. Cardinals and bluebirds have bright, colorful feathers.

EXERCISE B Combine each group of sentences to create one sentence with a compound subject. Make sure that the other words in the new sentence agree in number with the compound subject.

Example 1. Ceres is an asteroid. Eros is an asteroid, too.

Ceres and Eros are asteroids.

11. Cork is used to make baseballs. Rubber is used, too. Yarn is also used.

12. The flapping shutter frightened the dog. The howling wind did, too.

13. Jasmine may win the race. On the other hand, Anna may win it.

14. Baseball is a favorite sport of mine. I like tennis, too.

15. Copper is mined in the Andes. Tin is mined there, too. Also, nitrates are mined there.

Compound Verbs

1g.

A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

EXAMPLES Dogs **are owned** and **loved** for many reasons.
Some adult dogs **appear** mean but **can be** quite gentle.

EXERCISE A Underline the compound verb in each of the following sentences.

Example 1. Police dogs can track or even capture suspects.

1. On the job, police dogs obey and react quickly.
2. In the Swiss Alps, Saint Bernards locate and assist people in snowstorms.
3. German shepherds serve as guide dogs and help sightless people.
4. Dogs can offer companionship and provide protection.
5. A dog's bark may frighten burglars or awaken families in case of fire.
6. Pets can raise the spirits of people in hospitals and can improve attitudes.
7. Puppies thrill and delight many young children.
8. Dog obedience classes are starting tomorrow and will continue for six weeks.
9. In time, you will handle and guide your dog with confidence.
10. Dog ownership is a big responsibility and should be taken seriously.

EXERCISE B Add verbs to complete the following sentences. You may need to add other words to complete the meanings of your sentences.

Example 1. Jon rode an elephant and saw a newborn giraffe at the wildlife park.

11. The two clowns _____ and amused the crowd.
12. This trail winds down the mountain and _____.
13. Milton will rake the leaves or _____.
14. After school, Dwayne will _____ or do his homework.
15. Cheryl peeled the orange but _____.

Compound Subjects and Compound Verbs

- 1f.** A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.
- 1g.** A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

EXERCISE For each of the following sentences, underline the parts of compound subjects once and underline the parts of compound verbs twice. Some sentences contain both a compound subject and a compound verb.

Example 1. Modern city planners create and draw maps with the help of computers.

1. City planners predict and guide the development of towns and cities.
2. Local governments and citizen groups often employ city planners.
3. Recreational areas and transportation are important to many communities.
4. Ancient people changed and improved their cities, too.
5. The public buildings and monuments of ancient Rome and Athens are evidence of planning.
6. Water and garbage were always problems in ancient cities.
7. People often threw garbage into the streets or piled it up outside the city walls.
8. Diseases spread quickly and killed many people.
9. The Roman water supply system and sewer system are still admired today.
10. With better roads and vehicles, merchants could transport and sell their goods.
11. The people of Teotihuacán, in Mexico, planned a street system and built apartment buildings.
12. During the Middle Ages, some overcrowded towns and cities knocked down their walls.
13. Churches often stood in the center of a town and were the most expensive buildings.
14. Italy and France have examples of beautiful plazas from the Renaissance.
15. The palace and gardens at Versailles, in France, still amaze and delight visitors today.
16. Colonial American cities and towns were designed or planned, too.
17. Charleston and Philadelphia, for example, are among the early planned cities in America.
18. George Washington hired and then fired Pierre L'Enfant, the planner of Washington, D.C.
19. L'Enfant's plan was still followed and used during the development of the city.
20. His plan included parks and wide streets and provided for many grand public buildings.

Subjects and Verbs A

- 1c.** The **simple subject** is the main word or word group that tells *whom* or *what* the sentence is about.
- 1e.** The **simple predicate**, or **verb**, is the main word or word group in the complete predicate.
- 1f.** A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.
- 1g.** A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

EXERCISE For each of the following sentences, underline the subject once and the verb twice. Be sure to underline both the main verb and any helping verbs. Underline all parts of a compound subject or verb.

Example 1. Haven't cats been pets for thousands of years?

1. Cats may have been tamed about five thousand years ago.
2. According to some scientists, members of the cat family first appeared about forty million years ago.
3. The ancient Egyptians considered cats sacred.
4. Cats were brought to Europe and the Middle East about 1000 B.C.
5. Artists in China and Japan often included cats in their paintings.
6. Cats have long been valued for their skills as hunters.
7. Many people are not familiar with the different breeds of cats.
8. Shorthaired breeds and longhaired breeds are the two major groups of cats.
9. Two of the most popular breeds are the Siamese and the Persian.
10. The Siamese has a beautiful coat and a loud, mournful meow.
11. Have you ever noticed the blue eyes on that Siamese cat?
12. The Persian has long, fluffy fur.
13. Cats use their tails for balance.
14. A Manx, however, can balance without a tail.
15. Another unusual breed is called the ragdoll.
16. This cat relaxes completely and becomes as limp as a ragdoll.
17. Cat lovers have formed many clubs and associations.
18. The Cat Fanciers' Association has clubs in the United States, Japan, and Canada.
19. Didn't you see the information about the cat show next Saturday?
20. My brother and I will go after soccer practice.

Subjects and Verbs B

- 1c.** The **simple subject** is the main word or word group that tells *whom* or *what* the sentence is about.
- 1e.** The **simple predicate**, or **verb**, is the main word or word group in the complete predicate.
- 1f.** A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.
- 1g.** A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

EXERCISE For each of the following sentences, underline the subject once and the verb twice. Be sure to underline both the main verb and any helping verbs. Some sentences may contain a compound subject, a compound verb, or both.

Example 1. The Tigris River and the Euphrates River define the ancient land of Mesopotamia.

1. *Mesopotamia* means “the land between two rivers.”
2. The area of Mesopotamia is dry and hot but floods annually.
3. Cities first appeared in Mesopotamia about 3500 B.C.
4. The Sumerians, the Babylonians, and the Assyrians dominated the region at different times.
5. Around 3000 B.C., the Sumerians invented writing and used it for business.
6. The Sumerian writing was inscribed on clay tablets.
7. Later an Assyrian king founded the first national library.
8. Ancient Mesopotamians also named constellations and recorded the position of the stars.
9. Weren’t the signs of the zodiac originally named by the Mesopotamians?
10. The wheel and the arch were also first used in Mesopotamia.
11. Mesopotamian farmers grew wheat and raised livestock outside the cities.
12. The sixty-minute hour and the twelve-month year are credited to the Babylonians.
13. Nebuchadnezzar II restored Babylon and built the Hanging Gardens of Babylon.
14. He also conquered Jerusalem and destroyed the Temple there.
15. The first famous author may have been Enheduanna, daughter of the Sumerian king Sargon.
16. Enheduanna’s poems are not as famous as the epic of *Gilgamesh*.
17. In one of the stories, Gilgamesh seeks immortality but must remain a mortal man.
18. Ancient Greek histories and the Old Testament tell us about Babylon and Assyria.
19. Sumer, however, died out long before those civilizations.
20. In 1835, a British soldier compared Sumerian writing to other writings and broke its code.

Sentences Classified by Purpose A

- 1h.** A **declarative sentence** makes a statement and ends with a period.
- 1i.** An **imperative sentence** gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.
- 1j.** An **interrogative sentence** asks a question and ends with a question mark.
- 1k.** An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point.

DECLARATIVE Shel Silverstein's poetry makes me laugh.

IMPERATIVE Please hand me that book of poetry.

INTERROGATIVE Have you ever read *Where the Sidewalk Ends*?

EXCLAMATORY What a wonderful collection of poems that is!

EXERCISE A Identify each sentence by writing *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. Then, insert the punctuation mark that should follow the sentence.

Example IMP 1. Read his poems when you get a chance.

- _____ 1. My mother once met Shel Silverstein in a bookstore
- _____ 2. Did she say anything to him
- _____ 3. How exciting it must have been
- _____ 4. She bought this book as a present
- _____ 5. Please be careful when you read it

EXERCISE B Rewrite each of the following sentences as an interrogative sentence or an exclamatory sentence. You may have to change or add some words. Be sure to use correct end punctuation.

Example 1. You made a mess in the kitchen. What a mess you made in the kitchen!

6. He didn't want to go to the movies with us. _____
7. That is a wonderful book. _____
8. We should be there already. _____
9. You are coming on the field trip next week. _____
10. The game must have been very exciting. _____

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Sentences Classified by Purpose B

- 1h.** A **declarative sentence** makes a statement and ends with a period.
- 1i.** An **imperative sentence** gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.
- 1j.** An **interrogative sentence** asks a question and ends with a question mark.
- 1k.** An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point.

EXERCISE A Identify each sentence by writing *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. Then, insert the punctuation mark that should follow the sentence.

Example INT 1. Did you buy kite-making supplies yesterday ?

- _____ 1. I want to make a kite this week
- _____ 2. What time does the kite festival start on Saturday
- _____ 3. Don't let the paper get too wrinkled
- _____ 4. What a perfect breeze this is
- _____ 5. Watch out for that tree

EXERCISE B Following the instructions in parentheses, rewrite each of the following sentences on the line provided. Be sure to use correct end punctuation.

Example 1. She didn't remember the book. (*Rewrite as an interrogative sentence.*)

Didn't she remember the book?

6. The stars are brilliant tonight. (*Rewrite as an exclamatory sentence.*)

7. The bread tasted salty to her. (*Rewrite as an interrogative sentence.*)

8. Would your aunt like a glass of lemonade? (*Rewrite as a declarative sentence.*)

9. You should dry that vase carefully. (*Rewrite as an imperative sentence.*)

10. How exciting that concert was! (*Rewrite as a declarative sentence.*)

Review A: Sentences and Sentence Fragments

EXERCISE A Decide whether each group of words is a sentence or a sentence fragment. Then, on the line provided, write *S* if the group of words is a sentence or *SF* if the group of words is a sentence fragment.

Example SF 1. At my aunt's cabin in Tennessee.

- _____ 1. Long conversations about nothing.
- _____ 2. Please arrive on time for the meeting.
- _____ 3. In the jungles of South America.
- _____ 4. Those flowers bloom twice a year, in the spring and the fall.
- _____ 5. Left his books on the bus.
- _____ 6. In gymnastics, on the trampoline.
- _____ 7. Lois won the election by just three votes.
- _____ 8. When the firefighters reached the blaze.
- _____ 9. My brother constantly talks on the telephone.
- _____ 10. At the post office, Mr. Acuno.

EXERCISE B Some of the following word groups are sentences, and some are sentence fragments. If a word group is a complete sentence, rewrite it, adding a capital letter and end punctuation. If a word group is a sentence fragment, add a subject or a verb, a capital letter, and end punctuation to make it a complete sentence.

Example 1. wear shorts in the winter *I usually don't wear shorts in the winter.*

11. had a sore throat and a runny nose _____
- _____
12. tell me your reasons _____
- _____
13. barked all night long _____
- _____
14. the neighbors all up and down the block _____
- _____
15. what a lot of noise he made _____
- _____

Review B: Sentence Parts

EXERCISE A In each of the following sentences, underline the complete subject once and the complete predicate twice. Then, circle the simple subject and the simple predicate, or verb.

Example 1. This morning my parents told us about a mysterious theft.

1. A valuable stamp collection is missing from the library.
2. One stamp is worth ten thousand dollars.
3. Part of the image on the stamp had been printed upside down.
4. The librarian has called the police.
5. Two representatives from the police department have arrived.
6. Detective Durand is questioning people.
7. His partner will look for clues.
8. Unfortunately we had no information for the police.
9. The insurance company will be called.
10. Of course, money can never replace those stamps.

EXERCISE B In each of the following sentences, underline the complete subject once and the complete predicate twice. Then, circle the simple subject and the simple predicate, or verb.

Example 1. In your history book you will find the story of Ponce de León.

11. Throughout the centuries many legends have been told about the Fountain of Youth.
12. The waters of the Fountain of Youth had special powers.
13. They could make old people young again.
14. Illnesses could be cured.
15. However, most people don't believe the legends.
16. Some people have searched for the Fountain of Youth.
17. Ponce de León may have believed the legends.
18. His search for new lands brought him to Florida.
19. A spring in St. Augustine, Florida, was discovered by Ponce de León.
20. Its youth-giving powers were never proven.

Review C: Sentence Parts

EXERCISE A Underline any compound subjects or compound verbs that appear in the following sentences. Then, if the sentence contains a compound subject, write CS on the line provided. If the sentence contains a compound verb, write CV on the line provided. Write CS, CV if the sentence contains both a compound subject and a compound verb.

Example CS 1. Swing and boogie-woogie are my favorite kinds of jazz.

- _____ 2. Ella Fitzgerald and Louis Armstrong were great American jazz musicians.
- _____ 3. Ella Fitzgerald worked as a solo singer and also performed with vocal groups.
- _____ 4. Louis Armstrong played the trumpet and sang in a low, gruff voice.
- _____ 5. He and Fitzgerald both sang scat, a type of music full of meaningless syllables.
- _____ 6. Duke Ellington and his band played in Harlem and soon achieved fame.
- _____ 7. Later, in the 1960s, Ellington wrote film scores and composed sacred music.
- _____ 8. Charlie Parker and Thelonious Monk contributed to the jazz style bebop.
- _____ 9. Bebop musicians played complicated melodies and improvised during performances.
- _____ 10. By the 1950s, more audiences accepted jazz and attended jazz concerts.
- _____ 11. My father and my uncle think highly of Miles Davis.

EXERCISE B Underline any compound subjects or compound verbs that appear in the following sentences. Then, if the sentence contains a compound subject, write CS on the line provided. If the sentence contains a compound verb, write CV on the line provided. Write CS, CV if the sentence contains both a compound subject and a compound verb.

Example CV 1. A country inn offers fresh air and pretty views and can be enjoyed for days.

- _____ 2. Mrs. Fernandez and her husband run a hotel in Mexico.
- _____ 3. People from all over the world travel to Mexico and stay at their hotel.
- _____ 4. The mealtime fruits and vegetables are grown and prepared on the property.
- _____ 5. Mrs. Fernandez inherited the land and stopped further development of it.
- _____ 6. Neither condominiums nor golf courses will be built there.
- _____ 7. Guests enjoy home-cooked meals and take walks on the property.
- _____ 8. The guest rooms and dining areas are bright and colorful.
- _____ 9. The chef and his assistants make traditional Mexican dishes.
- _____ 10. Nearby, guests can visit a spa or take a horseback ride.
- _____ 11. Mrs. Fernandez and her staff welcome guests and make them comfortable.

Review D: Kinds of Sentences

EXERCISE A Decide what kind of sentence each of the following sentences is. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. Then, insert the punctuation mark that should follow the sentence.

Example EXC 1. What a talented man James Weldon Johnson was !

- _____ 1. Research the life of James Weldon Johnson, an activist and writer in the early 1900s
- _____ 2. In his early years he worked as a school principal, a newspaper editor, and a lawyer
- _____ 3. How inspiring his life was
- _____ 4. Did you know that he wrote songs for musicals with his brother
- _____ 5. One of his songs, “Lift Every Voice and Sing,” is sometimes called the unofficial African American national anthem
- _____ 6. Don’t miss the choir’s performance of that magnificent song
- _____ 7. Wasn’t Johnson one of the major writers of the Harlem Renaissance literary movement
- _____ 8. Some of the others were Zora Neale Hurston, Langston Hughes, and Countee Cullen
- _____ 9. Zora Neale Hurston collected African American folk tales and wrote novels
- _____ 10. What an amazing amount of writing they all did during the 1920s

EXERCISE B On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. Then, insert the punctuation mark that should end the sentence.

Example INT 1. What caused the French Revolution ?

- _____ 11. In 1789, the people of France revolted against Louis XVI
- _____ 12. France was almost bankrupt from paying for wars
- _____ 13. Read about the abuses the French people suffered under this cruel ruler
- _____ 14. How courageous the people were to go against the powerful king
- _____ 15. What was Marie Antoinette supposed to have said when the people had no bread
- _____ 16. Let them eat cake
- _____ 17. Don’t confuse Louis XVI with Louis XIV, who was called the Sun King
- _____ 18. Did you know that the French Revolution was inspired by the American Revolution
- _____ 19. Many people in the United States supported the French Revolution
- _____ 20. What exciting times those were

NAME _____

CLASS _____

DATE _____

for CHAPTER 1: THE SENTENCE pages 4–19

Literary Model: Compound Verbs in Narration

I reached over and shut off the insistent buzzing of my bedside alarm clock. I sat up, swung my feet over the edge of the bed, and felt for my slippers on the floor. Yawning, I walked toward the bathroom. As I walked by the corner of my room, where my computer table was set up, I pressed the *on* button, slid a diskette into the floppy drive, then went to brush my teeth. By the time I got back, the computer's screen was glowing greenly, displaying the message: *Good Morning, Kevin.*

I sat down before the computer table, addressed the keyboard, and typed: *Good Morning, Louis.* The computer immediately began to whirl and promptly displayed a list of items on its green screen.

—from “User Friendly” by T. Ernesto Bethancourt

EXERCISE A

1. Of the seven sentences in the above excerpt, how many contain compound verbs? (Hint: *Buzzing*, *yawning*, *to brush*, *displaying*, and *to whirl* are not used as main verbs.)

2. Write the verbs that make up the compound verb in each of those sentences.

EXERCISE B

1. Rewrite the first two sentences to eliminate all compound verbs. Create as many sentences as necessary. _____

2. What makes the original version more interesting than the version with no compound verbs?

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Writing Application: Advertising

It's no wonder that writers sometimes have trouble writing complete sentences. Every day they see information presented in fragments: on TV, in magazines, even on the packaging of foods they eat.

FRAGMENTS New and Improved!
 Packed with the vitamins and minerals you need!
 Tastes better than the leading competitor's brand!

Each of these bits of information is a fragment, missing either a subject, a verb, or both. Advertisers and package designers use fragments because they deliver information quickly, take up less space, and cost less than complete sentences. In your writing, you don't have to consider space and cost. Writing complete, clear sentences will help readers grasp your meaning.

WRITING ACTIVITY

Your teacher has asked you to bring the packaging or label from a favorite food to school with you so that you can write a paragraph about the ingredients in this food. At the end of your paragraph, you will decide how good (or bad) for your body the food is. As you write, you will need to take information presented in fragments and rewrite it in complete sentences.

PREWRITING First, gather your writing materials, including the package or label that has information about ingredients, calories, and so on. Remember that the ingredients are listed in order from the greatest to least amounts. Read all claims that the label makes about the food's taste and healthfulness. Then, decide how accurate these claims are. Make a list of all the main points you will use to demonstrate your opinion.

WRITING You might open your paragraph with a sentence about why you like the food you chose. Does the food live up to the claims on the packaging? List some of the package's claims, and tell your readers why these claims are or are not correct. End your paragraph with your opinion of the food and its packaging.

REVISING Consider the paragraph's organization. Can you use the prewriting list to order your paragraph? Check the paragraph's content against your prewriting and the label of your food item. Did you discuss all the important ingredients? Did you give solid reasons why the product does or does not meet the claims of its packaging? Did you use complete sentences to explain what you learned?

PUBLISHING Check your paragraph for mistakes in spelling or punctuation. With your teacher's permission, work with other students to create a bulletin board on which you post the labels or packages along with the paragraphs that discuss them. Read other students' paragraphs, too, and think about what people can do to pay attention to what they buy.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. You could write, for a few weeks, a food column for your student newspaper in which you review foods both for their taste and for their health value.

Choices: Exploring Parts of Speech

Here's your chance to step out of the grammar book and into the real world. You may not notice nouns, pronouns, and adjectives, but you and the people around you use them every day. The following activities challenge you to find a connection between parts of speech and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

SCIENCE

Sedimentary, Metamorphic, Volcanic

Could science be scientific without adjectives? Probably not. Science uses adjectives to categorize qualities of just about everything from rocks to clouds. What are some of these adjectival categories? Look through a science textbook to find some of these groupings, and organize a list. Make handouts of your list for your class.

DEBATE

Looking Out for Number One

Choose performers to play each part of speech. Then, have a debate among the parts of speech. Each one claims to be the most important. Don't be shy! Tell why you are number one!

LINGUISTICS

Like, Cool, Man

Adjectives rule slang. Haven't you noticed? Brainstorm a list of slang adjectives. Don't limit yourself to the twenty-first century! Interview people born in the early and middle twentieth century, and find out what adjectives they used way back when. Check out a slang dictionary, and find out what the cool adjectives of 1850 were. Then, give your fellow explorers of English the lowdown.

ANALYSIS

Dangerous Intersection

Sometimes, deciding whether a noun is concrete or abstract can tie a person's brain in a knot. Use Venn diagrams to show how some nouns are clearly abstract or concrete and how other nouns could be categorized as either. Provide at least five examples for each of the three parts of your diagram. Then, present your diagram to the class. Be ready for arguments!

TECHNOLOGY

Bugs and Viruses

Computer bugs don't have six legs or even eight! Computer viruses don't make you sick, but they can be a real headache! *Bugs* and *viruses* are two old nouns that computer technology has given new meanings. Brainstorm a list of other old nouns that have new meanings. Try to find a few that no one in the class has heard yet! You may want to flip through a computer magazine to get yourself going. In fact, you could cut out pictures from the magazine to illustrate a poster of the list that you make. With your teacher's permission, hang your poster in the classroom.

SURVEY

Flavor of the Month

There's not much that advertising people like more than adjectives. Cut out a few ads from magazines and newspapers. Then, highlight the adjectives. After you're done, make a list of all these adjectives. What seems to be the favorite this month? Since you've already got a bunch of ads cut out, make them into a collage and paste your list of adjectives in the middle of it.

INDEPENDENT PROJECTS

Suit Yourself

If you don't like to be told what to do, tell yourself! Create a project of your own that would answer some question you have about the parts of speech or be of use or interest to your classmates. For instance, does sign language use parts of speech? When did grammar get started? Make a one-page list of every definition in this chapter. Write a poem using only nouns. Be sure to get your teacher's approval before you start the project you decide on.

The Noun

2a.

A **noun** is a word or word group that is used to name a person, place, thing, or idea.

EXAMPLES Charles Drew, officer, Perkins Middle School, town, pencil, holiday, democracy, guilt

EXERCISE A Underline all the nouns in the following sentences.

Example 1. Sumatra is a large island in Indonesia.

1. Unusual plants and animals live in this part of the world.
2. Orangutans live in Sumatra and Borneo.
3. This area of Asia contains many jungles.
4. The rafflesia is the largest flower in the world.
5. The blossom may be as wide as a yard.
6. The plants have huge flowers but no leaves or stems.
7. This giant plant needs the hot climate of Indonesia.
8. Aunt Pearl took a picture of a rafflesia.
9. Each flower has five wide lobes.
10. Most people think the rafflesia has a terrible smell.

EXERCISE B Supply nouns to fill in the blanks in the following sentences.

Example 1. Did the cat and the dog make this mess?

11. _____ is the strongest _____ in our _____.
12. He tries always to tell the _____.
13. Are they visiting _____ or _____?
14. _____ and _____ are both _____.
15. Will you bring your _____ to the _____?

EXERCISE C The paragraph below contains twenty nouns. Underline each noun.

Example Delaware is a small state in the eastern United States.

During the summer, Mike visited his grandparents at Coin Beach in Delaware. The boy wondered about the name of the beach. A lifeguard provided an explanation: Apparently, coins often wash up on the shore of the Atlantic Ocean. People think the money comes from a sunken ship, the *Faithful Steward*, which is a ship that sank off the coast in the eighteenth century.

Personal, Reflexive, and Intensive Pronouns

A **personal pronoun** refers to the one speaking (*first person*), the one spoken to (*second person*), or the one spoken about (*third person*).

EXAMPLE I can give **you** the telephone number **she** left.

A **reflexive pronoun** refers to the subject and is necessary to the basic meaning of the sentence. An **intensive pronoun** emphasizes its antecedent and is unnecessary to the basic meaning of the sentence.

REFLEXIVE PRONOUN Mavis reminded **herself** to speak slowly and clearly.

INTENSIVE PRONOUN Mr. Hogan **himself** supplied the decorations.

EXERCISE A Underline each of the pronouns in the following sentences.

Example 1. Jessica wrote a reminder to herself about the due date.

1. If you give it a cracker, the parrot might speak for you.
2. The cat washed itself carefully after it finished eating.
3. The principal herself will be speaking to us today.
4. Justin thanked me for returning the book to him.
5. After she left the astronaut program, Sally Ride became a professor of physics.
6. The director himself said the book was better than the movie.
7. Kevin said he thought the cloud looked like a rocking horse, but I thought it looked like an old oak tree.
8. The sparrow has just finished building a nest for itself.
9. Would you give the message to Marie when you see her?
10. Sharon wanted tamales, but by the time she reached the front of the line, they were gone.

EXERCISE B For each of the following sentences, decide whether the underlined pronoun is a personal pronoun, a reflexive pronoun, or an intensive pronoun. Above the word, write *PER* for *personal*, *REF* for *reflexive*, or *INT* for *intensive*.

Example 1. Toni Morrison ^{INT}herself will be the speaker.

11. Cesar said he liked that kind of music.
12. Two weeks later, Sarah found herself in Nigeria.
13. Mike's cat likes to give itself dust baths.
14. Kim Chun recopied the paper and handed it in.
15. The banquet will be attended by the gold medalists themselves.

Proper and Common Nouns A

A **proper noun** names a particular person, place, thing, or idea and begins with a capital letter.

A **common noun** names any one of a group of persons, places, things, or ideas. A common noun is not capitalized unless it begins a sentence or is part of a title.

PROPER NOUNS

Branford Marsalis

Peru

Washington Monument

the Industrial Revolution

COMMON NOUNS

musician

country

monument

industry

EXERCISE A For each of the following sentences, decide whether the underlined noun is common or proper. Above each underlined noun, write *C* for *common* or *P* for *proper*.

Example 1. ^{*P*} James Madison was president of the United States.

1. Thomas Jefferson was one of his friends.
2. In 1787, Madison took part in the Constitutional Convention.
3. He helped create the system of checks and balances in the United States government.
4. His wife was Dolley Madison.
5. Dolley Madison was younger than her husband.
6. The people of Washington loved her parties.
7. She liked to surprise her guests with unusual dishes.
8. Mrs. Madison welcomed many important leaders to the White House.
9. During the War of 1812, the White House was burned.
10. The Madisons moved to a different house.

EXERCISE B Fill in the blanks in the following sentences with the type of noun indicated in parentheses.

Example 1. Sheila (*proper*) wants a bicycle (*common*) for her birthday.

11. _____ (*common*) make good pets.
12. _____ (*common*) and _____ (*common*) are ingredients in my favorite dish.
13. Have you ever visited _____ (*proper*)?
14. _____ (*proper*) and _____ (*proper*) are planets in our solar system.
15. All of the _____ (*common*) downtown are decorated for the holidays.

Proper and Common Nouns B

A **proper noun** names a particular person, place, thing, or idea and begins with a capital letter.

A **common noun** names any one of a group of persons, places, things, or ideas. A common noun is not capitalized unless it begins a sentence or is part of a title.

PROPER NOUNS

Robert Frost

Shiloh

Taoism

COMMON NOUNS

poet

dog

religion

EXERCISE A For each of the following sentences, decide whether the underlined noun is common or proper. Above each underlined noun, write *C* for *common* or *P* for *proper*.

Example 1. ^{*P*} The Grizzwells is still my favorite comic strip.

1. Mr. Garza and Ms. Francis will be chaperones at the dance.
2. Are books or tapes on sale this week?
3. Thursday is the busiest day of the week for our family.
4. Is Russia one of the world's largest countries?
5. The backhoe rumbled into the construction site.

EXERCISE B In the following sentences, fill in the blanks with the type of noun indicated in parentheses.

Example 1. Mrs. Davis (*proper*) assigns nicknames (*common*) to her students every year.

6. _____ (*common*) and _____ (*common*) live in the sea.
7. I always enjoy having _____ (*common*) and _____ (*common*) for dinner.
8. _____ (*proper*) and I are working on a _____ (*common*) for our social studies class.
9. The _____ (*common*) scampered across the yard and disappeared into the _____ (*common*).
10. Diane lived in _____ (*proper*) before she moved here.
11. My older brother is trying to learn _____ (*proper*) before he visits _____ (*proper*).
12. Did you turn in your _____ (*common*) on time?
13. The radio station just played the latest song by _____ (*proper*)!
14. _____ (*proper*) plays _____ (*common*) in the school orchestra.
15. When is _____ (*common*) supposed to arrive?

Pronouns and Antecedents

2b. A **pronoun** is a word that is used in place of one or more nouns or pronouns.

The word or word group that a pronoun stands for is called its **antecedent**. Sometimes the antecedent is not stated.

EXAMPLES After **he** hit the home run, **Joe Thundercloud** trotted around the bases and waved to the crowd. [*Joe Thundercloud* is the antecedent of the pronoun *he*.]
The doctor said **your** test results were all normal. [The pronoun *your* has no antecedent in this sentence.]

EXERCISE A Underline each of the pronouns in the following sentences.

Example 1. My paper blew away just before I could catch it.

1. When you finish your part of the project, proofread it carefully.
2. After she finished her homework, Jane read two chapters of a novel.
3. Did Manuel paint the set by himself?
4. The three of us always sit at the same table for lunch.
5. Replace the tape in its case when you finish listening to it.

EXERCISE B Each of the following sentences contains an underlined pronoun. Circle the antecedent of each underlined pronoun.

Example 1. Ms. Griffith offers help when we need it.

6. Salmon are born in freshwater streams, but most salmon spend part of their lives in the ocean.
7. Mother called to the twins and told them dinner was on the table.
8. The ball flew by Mr. LaPorte and just missed him.
9. Kara tapped on the door, but nobody heard her.
10. Whales can't breathe underwater, so they must come to the surface for air.
11. How long has Angela been saving her money?
12. The sea horse wrapped its tail around a piece of seaweed.
13. The players were tired, but they had won the game.
14. Cora found a new lightbulb and installed it.
15. Rachel, please show me your painting.

Demonstrative Pronouns and Relative Pronouns

A **demonstrative pronoun** points out a specific person, place, thing, or idea.

EXAMPLE **That** is the best idea I've heard!

A **relative pronoun** introduces a subordinate clause.

EXAMPLE Mr. Chang, **who** coaches volleyball, is admired by his players.

EXERCISE A Underline each of the demonstrative and relative pronouns in the following sentences.

Example 1. Are you going to wear these shoes or those?

1. These are wonderful, ripe, juicy grapes.
2. Mrs. Deets is the person to whom you must give the permission slip.
3. The experiment that we conducted in chemistry class was fascinating.
4. Did you hear that?
5. This has been an interesting conversation, but I have to leave now.
6. My aunt Mikki, who is a substitute teacher, worked at my school Monday.
7. The rain, which had been falling all morning, began to let up.
8. That was definitely the best book of the series.
9. The guide, whose eyesight and hearing were very sharp, motioned for the group to halt.
10. The noise that had started so suddenly ended just as quickly.

EXERCISE B For each of the following sentences, decide whether the underlined pronoun is a demonstrative pronoun or a relative pronoun. Above the word, write *DEM* for *demonstrative* or *REL* for *relative*.

Example 1. Are ^{DEM}those Julio's tennis shoes?

11. This is a wonderful book with clear illustrations.
12. Cynthia, who plays center on the basketball team, is over five feet tall.
13. Isn't that a great song?
14. The snow that fell last night has already melted.
15. Orchids, which come in a variety of colors, can be speckled or streaked.
16. When the governor said this, the secretary laughed.
17. These are beautiful Zuni earrings.
18. The boy whose dog is chasing Sam has gone to get a leash.
19. Leave those on the table for now.
20. Ms. Jackson is a teacher whom the students admire.

Indefinite Pronouns and Interrogative Pronouns

An **indefinite pronoun** refers to a person, place, thing, or idea that may or may not be specifically named.

EXAMPLES **Nobody** noticed the sign.

Does **anyone** here speak Mandarin?

An **interrogative pronoun** introduces a question.

EXAMPLES **What** are your plans?

Who will design the flyers?

EXERCISE A Underline the indefinite pronouns and interrogative pronouns in the following sentences. Then, identify the pronouns by writing *IND* for *indefinite* or *ITR* for *interrogative* above them.

Example 1. ^{*IND*} Neither of the glasses had spilled.

- Someone has been sitting in my chair!
- Couldn't you find anybody?
- Whose are those shoes?
- Anyone may enter the essay contest.
- Many of the contestants have finished.
- No one in the class selected that subject for a research report.
- Which of your cousins haven't you talked to yet?
- I think either of the girls could do the job.
- What is the title of the next school play?
- To whom did you address the letter?

EXERCISE B For each blank in the following sentences, write an appropriate indefinite pronoun or interrogative pronoun. Use a different pronoun for each sentence.

Example 1. Which of the frogs jumped the farthest?

- Give one copy to _____ of your classmates.
- Can _____ tell me how to get to Madison Street?
- _____ of the leaves have already fallen off the tree.
- _____ did you find under the desk?
- _____ was that new student's name?

Identifying Kinds of Pronouns

EXERCISE Each of the following sentences has an underlined pronoun. Decide what kind of pronoun the underlined word is. Above it, write *PER* for *personal*, *REF* for *reflexive*, *ITN* for *intensive*, *DEM* for *demonstrative*, *IND* for *indefinite*, *ITR* for *interrogative*, or *REL* for *relative*.

Example 1. Tom Sawyer was always getting ^{*REF*} himself into trouble.

1. In the book by Mark Twain, Tom is like some other boys you may have met.
2. Who hasn't woken up on a Monday morning and dreaded going to school?
3. Tom decides that he can stay home if he makes himself sick.
4. First, he imagines a pain in his stomach, but that goes away.
5. One of his teeth is loose, but Tom knows Aunt Polly would just pull it out.
6. Next, Tom remembers that he heard a doctor talking about something that takes two weeks to heal.
7. Tom wakes up his half brother, Sid, and convinces him that Tom's sore toe will lead to death.
8. Sid, who should know about Tom's tricks by now, believes him anyway.
9. Sid runs downstairs calling Aunt Polly and tells her that Tom is dying.
10. Aunt Polly herself is worried about Tom until she finds out that he is dying from a sore toe.
11. Aunt Polly laughs and cries, and Tom is embarrassed about all of the noise he has made over a sore toe.
12. Tom then tells Aunt Polly about his tooth, which she decides to pull.
13. Tom tells her that he would rather go to school than have his tooth pulled.
14. Anyone who has had a tooth pulled knows why Tom said so.
15. What do you think Aunt Polly did?
16. She tied a thread around Tom's tooth and then scared him so that he pulled the tooth out himself.
17. Tom couldn't think of anything to help him stall further and ended up going to school.
18. Most of the boys at school thought that the gap in Tom's teeth was cool.
19. Another boy, whose cut finger had been the center of attention, said a missing tooth wasn't such a big deal.
20. Tom and the others knew that the boy was just jealous.

The Adjective

2c. An **adjective** is a word that is used to modify a noun or a pronoun.

EXAMPLES The explorers searched for **fresh** water.

Its blossoms are **pink** and **red**.

EXERCISE A Underline all the adjectives in the following sentences. Do not include *a*, *an*, or *the*.

Example 1. The climate of surrounding areas is affected by the huge body of water.

1. Lake Baikal is in southeast Siberia.
2. It is the deepest lake in the entire world.
3. It is also one of the oldest lakes on earth.
4. The lake freezes for five months of every year.
5. Many scientists study the unique plants and animals that live nearby.
6. Hundreds of animals are found only in Lake Baikal or the nearby area.
7. The lake is so large that the nearby area stays cool in the summer and warm in the winter.
8. Also in Russia is the Caspian Sea, which is the largest inland body of water in the world.
9. The Caspian Sea is a saltwater lake.
10. There are many lakes in Russia.

EXERCISE B In each of the following sentences, underline all the adjectives except *a*, *an*, and *the*. Then, draw an arrow from each adjective to the word that it modifies.

Example 1. The house was old but sturdy.

11. The flowers in the front yard are purple and yellow.
12. Twelve clowns squeezed into the tiny car.
13. Many fires are caused by careless campers.
14. Do not feed any bear in the park.
15. Several children played on the grassy slope.
16. The stinger on the scorpion is poisonous.
17. The puppy loved to chew leather shoes.
18. Bright lightning lit up the dark sky.
19. Weird noises filled the old house.
20. Fruits and vegetables contain many important vitamins.

Proper Adjectives

A **proper adjective** is formed from a proper noun and begins with a capital letter.

PROPER NOUNS Vietnam, Arab, January

PROPER ADJECTIVES Vietnamese food, Arabian horses, January weather

EXERCISE A Underline the adjectives in each sentence below. Then, underline the proper adjectives a second time. Do not underline *a*, *an*, or *the*.

Example 1. The costumes of the African dancers were colorful.

1. The meal began with a clear French soup.
2. Do you enjoy spicy Chinese food?
3. Margaret Atwood is a Canadian novelist and poet.
4. Seoul is the largest South Korean city.
5. We ate small Greek salads for the first course.
6. Emma speaks with a lovely British accent.
7. Did you enjoy the Southern hospitality?
8. The graduation gift was a Mexican blanket.
9. The local museum showcased American Indian pottery.
10. That's an Irish lullaby.

EXERCISE B Underline the proper adjectives in each sentence below. Then, draw an arrow to the word each proper adjective modifies.

Example 1. I saw a beautiful painting by a Japanese artist.

11. They will be traveling along the Irish coast.
12. Can you imagine what it would have been like to ride in a Roman chariot?
13. The speaker was a Buddhist priest.
14. The float was almost ready for the Independence Day parade.
15. The review said the author used Dickensian language.
16. On what date is the February meeting?
17. Sean listens to Celtic music.
18. The Martian soil was stored in isolation.
19. He sent a postcard showing the Egyptian pyramids.
20. The Aztec empire rose in Mexico during the 1400s.

Demonstrative Adjectives

The words *this*, *that*, *these*, and *those* can be used as adjectives or as pronouns. When they modify nouns or pronouns, they are called **demonstrative adjectives**. When they are used alone, they are called **demonstrative pronouns**.

DEMONSTRATIVE ADJECTIVE I will buy **these** tapes.

DEMONSTRATIVE PRONOUN I will buy **these**.

EXERCISE A For each of the following sentences, decide whether the underlined word is a demonstrative adjective or a demonstrative pronoun. Above the word, write *DA* for *demonstrative adjective* or *DP* for *demonstrative pronoun*.

Example 1. How long have ^{DA}those sweaters been at the cleaners?

1. Then the cook served this Mediterranean dish.
2. Most people love these tiny Japanese paintings.
3. Is that the Winstons' cat?
4. These Japanese woodcuts were made during the eighteenth century.
5. This little picture was painted by an unknown artist.
6. That is a brilliant idea!
7. Will those candles burn for more than five hours?
8. This is a mixture of fresh fish and several vegetables.
9. Please take these to the post office.
10. Nathan bought those puzzles for his little sister.

EXERCISE B Underline the demonstrative adjectives in the following sentences. If a sentence does not contain a demonstrative adjective, write *none* after the sentence.

Example 1. This tree is over one hundred years old.

11. Please hand me those tapes.
12. These clouds are called cumulonimbus.
13. Does this bus stop at Pine Street?
14. That was one of the funniest books I've read.
15. This Sunday, we are having a family picnic.

for CHAPTER 2: PARTS OF SPEECH OVERVIEW **pages 25–41**

Noun, Pronoun, or Adjective? A

The way a word is used in a sentence determines what part of speech it is.
The same word may be used as different parts of speech.

NOUN We get our water from a **well** in the backyard.

ADJECTIVE Aren't you feeling **well**?

PRONOUN **This** is the next book I want to read.

ADJECTIVE **This** book has received terrific reviews.

EXERCISE Identify the underlined word in each of the following sentences by writing above it *N* for *noun*, *PRO* for *pronoun*, or *ADJ* for *adjective*.

Example 1. That must be the ^{*ADJ*}tallest building in the city!

- Three tall trees shaded the backyard.
- When are you going to visit your grandmother?
- The last step is to trim those edges.
- This is the best apple juice I've tasted in a long time.
- The crowd was quiet as the Australian flag was raised.
- Another reason to do it that way is to save money.
- Jason didn't see anyone that he knew.
- That species is commonly found in Asia.
- Both of the squirrels disappeared behind a tree.
- The stars were bright and clear in the Nebraska sky.
- He was hungry, so he asked for more.
- Have you read Oliver Twist by Charles Dickens?
- Those goats are very curious.
- The flowers could use more rain.
- The chicken coop is at the back of the garden.
- Samantha had studied Buddhism.
- Each wanted something different.
- It drizzled all day, but my cousins and I managed to find something to do.
- Roosters make great alarm clocks.
- Chinese food is my favorite.

Noun, Pronoun, or Adjective? B

The way a word is used in a sentence determines what part of speech the word is. The same word may be used as different parts of speech.

- NOUN** The **French** are very proud of their foods.
ADJECTIVE Have you ever eaten at a **French** restaurant?
PRONOUN **Which** will be the last team to perform?
ADJECTIVE **Which** play will they be performing?

EXERCISE Write ten original sentences according to the instructions below.

Examples 1. Use *baseball* as a noun. *They spent the entire afternoon throwing a baseball to each other.*

2. Use *baseball* as an adjective. *Baseball season starts in two weeks.*

1. Use *those* as an adjective. _____

2. Use *those* as a pronoun. _____

3. Use *each* as an adjective. _____

4. Use *each* as a pronoun. _____

5. Use *chicken* as a noun. _____

6. Use *chicken* as an adjective. _____

7. Use *which* as an adjective. _____

8. Use *which* as a pronoun. _____

9. Use *Easter* as an adjective. _____

10. Use *Easter* as a noun. _____

Review A: Nouns

EXERCISE A Underline all the nouns in each of the following sentences.

Example 1. Mother looks forward to the Sunday paper.

1. People in North America are usually eager for news.
2. Newspapers often cover the news in more detail than television does.
3. An early Chinese paper was printed from carved wooden blocks.
4. Some of the first newspapers were published in Germany.
5. One early paper was called the *Boston News-Letter*.
6. It was the first paper published regularly in the American colonies.
7. It was first published by John Campbell, the postmaster of Boston.
8. Today, large daily newspapers cover politics, sports, business, and many other topics.
9. They include editorial pages and regular columns.
10. Comics, puzzles, and humorous columns entertain readers.

EXERCISE B In each of the following sentences, underline each common noun and circle each proper noun.

Example 1. According to this article, Georgia is sometimes called the Peach State.

11. Peaches are tasty fruits.
12. Currently, the United States produces more peaches than any other country.
13. Actually, China was their original home.
14. It is still one of the leading producers of peaches, along with Italy, France, and Spain.
15. Some painters made portraits of the fruit.
16. The people in ancient Rome spread the trees throughout Europe.
17. Peaches could be found in Mexico as early as the seventeenth century.
18. Spanish explorers brought them to America.
19. Large orchards are generally located in areas with few late frosts.
20. Insects, diseases, and severe cold can damage the trees.

Review B: Pronouns

EXERCISE A In each of the following sentences, underline the pronoun and draw an arrow to its antecedent.

Example 1. Many visitors make a small donation as they enter the museum.



1. Most band members rent their instruments.
2. Mayor Martinez gave his speech before the Women's Club.
3. People filed into the hall, and soon most were seated.
4. The armadillo curled itself into a tiny ball.
5. That silly dog has hidden its bones under the couch!
6. Eating well is one way Lono keeps himself healthy.
7. A redbird built its nest in the maple tree.
8. Carmen said she was ready to begin.
9. People in the audience can help themselves to some popcorn.
10. Carrie and Jack asked if they could start a school newspaper.

EXERCISE B Underline all the pronouns in the following sentences.

Example 1. Would someone help me clean up this mess?

11. Everyone finished the test before the end of class.
12. These plants will not thrive if they are watered too often.
13. Can you imagine yourself as an astronaut?
14. Alma bought the red boots and returned those.
15. The president herself presented the award to me.
16. Who will play the lead in this year's play?
17. The announcer asked the question, but no one answered.
18. The batteries in my tape player are dead.
19. "Put these on next," said the costume designer.
20. She read the list of books and recognized several immediately.

Review C: Nouns, Pronouns, and Adjectives

EXERCISE A Underline the adjectives in each of the following sentences. Do not include *a*, *an*, or *the*. Then, draw an arrow from each underlined adjective to the word it modifies.

Example 1. These vegetarian burritos are delicious.

1. The old car may not make the long trip.
2. On the coldest day in winter, Grandmother built a fire.
3. This winter is supposed to be cold and damp.
4. That beautiful vase is made from Venetian glass.
5. The late movie was about Martian invaders.
6. We took an early train to avoid large crowds.
7. The hikers made it to the top of the mountain in two hours.
8. This movie should be funny.
9. The early settlers caught many terrible diseases.
10. Notice the beautiful collar made from delicate Belgian lace.

EXERCISE B For each of the following sentences, decide what part of speech the underlined word is. Above the word, write *N* for *noun*, *PRO* for *pronoun*, or *ADJ* for *adjective*.

Example 1. ^{ADJ} Several explorers visited the Indonesian islands.

11. They returned with many interesting stories.
12. Some explorers told about huge monsters they had seen.
13. What could these creatures be?
14. They were Komodo dragons.
15. These enormous reptiles are found on certain Indonesian islands.
16. These animals are giant lizards.
17. Each one can weigh more than three hundred pounds!
18. Komodo dragons are the largest lizards in the world.
19. These dangerous animals have long, sharp claws.
20. These unusual creatures are an endangered species.

Literary Model: The Adjective

When I think of the home town of my youth, all that I seem to remember is dust—the brown, crumbly dust of late summer—arid, sterile dust that gets into the eyes and makes them water, gets into the throat and between the toes of bare brown feet. I don't know why I should remember only the dust. Surely there must have been lush green lawns and paved streets under leafy shade trees somewhere in town; but memory is an abstract painting—it does not present things as they are, but rather as they *feel*. And so, when I think of that time and that place, I remember only the dry September of the dirt roads and grassless yards of the shanty-town where I lived. And one other thing I remember, another incongruity of memory—a brilliant splash of sunny yellow against the dust—Miss Lottie's marigolds.

—from “Marigolds” by Eugenia Collier

EXERCISE A Underline the adjectives that appear in the above excerpt. Then, circle the noun each adjective modifies. (Do not include articles. Hints: *Paved* is used as an adjective. *Home town* is a compound noun.)

EXERCISE B

- In this excerpt, the author is describing (1) her memories of the town where she lived, (2) the same town as it “surely” must have been, and (3) flowers called marigolds. On the lines below, write the adjectives you underlined in Exercise A. (Hint: Not every adjective in the passage will fit in one of these three categories.)

Author's Memories of Town _____

Town as It Must Have Been _____

Marigolds _____

From “Marigolds” by Eugenia W. Collier from *Negro Digest*, November 1969. Copyright © 1969 by Johnson Publishing Company, Inc. Reprinted by permission of **Eugenia W. Collier**.

NAME _____

CLASS _____

DATE _____

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Literary Model (continued)

2. Compare the adjectives used to describe the marigolds with those used to describe the author's memories of her town and then with those used to describe the town as it must have been. Use the lists of adjectives to answer the following: Why do you think the author calls the marigolds an "incongruity [something that is not appropriate or fitting] of memory"?

EXERCISE C Write a paragraph in which you compare two places. As Eugenia Collier did, use many descriptive adjectives to reinforce the comparison.

EXERCISE D Describe how the adjectives you used reinforce your comparison of the two places.

Writing Application: Using Adjectives in a Poem

Writers can use adjectives as powerful tools to describe the writers' experiences, thoughts, and the world around them. Not all adjectives are equally descriptive, however. Writers must choose adjectives that show readers the world through words.

LESS INTERESTING The little toddler stared at the big dog.

MORE INTERESTING The pint-sized, wobbly toddler stared at the pony-sized, panting dog.

Both sentences use adjectives to describe the toddler and the dog, but which scene can you imagine more clearly? Help your readers see the scene by describing it to them.

WRITING ACTIVITY

Writers don't just describe the world around them; they also describe themselves. For your homeroom class, students are writing name poems to display on the bulletin board. Each student will write the letters of his or her name down the left side of the page. Then students will choose descriptive adjectives to go with each letter and write a sentence using these adjectives beside the letter. Look at the brief example below.

T I'm terrific at soccer but terrible at cleaning up my room.

I I'm interested in everything about the oceans, and I'm never irritating!

M I'm a magnificent and marvelous friend to have around.

PREWRITING List the letters of your name on paper. Then, for each letter, brainstorm a list of adjectives that describe you. List as many as you can for each letter so that you can choose the most interesting.

WRITING After you have chosen one or two adjectives for each letter of your name, write a sentence about yourself that uses the adjectives you've chosen. You may have to write several sentences for each letter before you produce one you really like. That's fine—play with the sentences until you are pleased with how they sound and what they say.

REVISING If you get stuck on a letter and have trouble coming up with good adjectives, ask a good friend to suggest something positive about you that starts with that letter. You can help that friend in return. Finally, read your sentences out loud and listen to them. Do they make sense? Is each a complete sentence?

PUBLISHING Check your poem for mistakes in spelling and punctuation. On colored paper, copy the poem in your best handwriting. With your teacher's permission, display your poem with the other students' poems in the room. Read your classmates' poems, and enjoy getting to know each other better.

EXTENDING YOUR WRITING

This exercise could lead to a more extended writing project. You could write name poems as gifts for important people in your life—family, friends, teachers. Accompany your gift with a brief letter that tells the person what he or she means to you.

Choices: Investigating Parts of Speech

Here's your chance to step out of the grammar book and into the real world. You may not notice the parts of speech, but you and the people around you use them every day. The following activities challenge you to find a connection between the parts of speech and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

CRITICAL THINKING

Face It

Adverbs that modify adverbs can be confusing. Face the problem head-on. First, make a list of adverbs that can modify other adverbs. Start with *so* and *quite*. Write ten sentences showing adverbs modifying other adverbs. Share your list with your classmates. They just might appreciate it.

ANALYSIS

Alike and Different

Adverbs and adjectives that have the same form can twist a person's brain until it feels like a bowl of spaghetti. Straighten everybody out. Make a chart titled "Adverbs and Adjectives." Then, draw a line to divide the chart into two columns. Label one column "Adjective" and the other "Adverb." Create a list of adjectives and adverbs that are identical in form (you can use your textbook to get started). Then, write phrases or sentences that demonstrate how these identical words function as adjectives and adverbs. Write your sentences or phrases in the correct column. Give copies of your chart to your classmates.

MATHEMATICS

By the Numbers

Now that you know all the parts of speech, take a look at your own writing. Choose a page or two of your writing. Then, count the number of each part of speech that you use. If you can't identify a word's part of speech, make a note to discuss it with your friends. Transfer your tallies to a bar graph. Then, compare your graph to the graphs made by your classmates who picked this choice. What parts of speech do you favor? Which do you seem to avoid? How does your usage compare with your classmates' usage? with your textbook's? with your favorite writer's?

MUSIC

Take Notes

Compose lyrics and music for a song about one or more parts of speech. You can write any kind of song—rap, rock, children's song, ballad, or some other kind. Your lyrics should include information about or references to the functions of the part or parts of speech.

VIEWING AND REPRESENTING

The Ins and Outs

Help your classmates understand verbs. Create two Venn diagrams—one showing the relationship between transitive and intransitive verbs, the other showing the relationship between action and linking verbs. Include example sentences for each section of each diagram. Distribute copies to your class. Explain the diagrams so that everyone understands them. Have several extra examples of specific verbs in specific sentences ready to plug into your diagrams.

BUILDING FLUENCY

Chameleon Conjunctions

Have a contest. Who can find a word that can function as the most parts of speech? The winner must have complete sentences appropriately using his or her word as each part of speech. Winners must present and defend each entry. First, though, decide on the prize. Make it good!

ORIGINAL STUDY

Blaze Your Own Trail

What? None of these choices appeal to you? Well, make up a project of your own. Write a poem using only verbs and interjections. Make a poster of all the types of conjunctions. Illustrate a transitive verb, or, better yet, illustrate a linking verb. The choice is yours. Be sure to get your teacher's approval before you begin your project.

The Verb

3a. A **verb** is a word that expresses action or a state of being.

EXAMPLES We **rode** on that Ferris wheel last night.
John **seemed** happy to be with us.

Every complete sentence has a verb. The verb says something about the subject.

EXERCISE A Underline the verb in each of the following sentences.

Example 1. The alligator snapped its jaws shut.

1. We all jumped about three feet into the air.
2. Is that alligator hungry?
3. Look at that beautiful heron!
4. Alligators and crocodiles appear somewhat alike to me.
5. How are they different?
6. I saw hundreds of alligators in Florida.
7. Were you near St. Augustine?
8. They made me really nervous.
9. The boat sat very low in the water.
10. My brother took pictures during the boat ride.

EXERCISE B Complete each of the following sentences by writing a verb on the line provided.

Example 1. Sarah and Keadra jumped into the pool.

11. I _____ the names of all fifty states.
12. John _____ an advertisement in today's newspaper.
13. The juice _____ a little too warm.
14. The dog _____ wildly in circles.
15. The marching band _____ in the middle of the field.
16. Alia's family _____ two mountain bikes.
17. Which tangerine _____ better?
18. Julio _____ the violin, not the cello.
19. My grandmother _____ me a letter at least twice a month.
20. The milk _____ all over the table.

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Main Verbs and Helping Verbs

In many sentences a single word is all that is needed to express action or state of being. In other sentences the verb consists of a main verb and one or more helping verbs. A **helping verb** (also called an **auxiliary verb**) helps the **main verb** to express action or a state of being.

EXAMPLES The kitten **curled** up in his lap.

The kitten **has curled** up in his lap. [*Has* is the helping verb. *Curled* is the main verb.]

EXERCISE A For each of the following sentences, underline each main verb once and each helping verb twice. Some sentences have more than one helping verb, and some sentences do not have any.

Example 1. Farmers in that region may have already harvested their wheat.

1. My grandfather has traveled to Europe many times.
2. You must have heard all that noise last night!
3. Those children are wearing their seat belts.
4. The moon had risen early that evening.
5. Does Simon play the trumpet in the band?
6. Broccoli, carrots, and squash are all vegetables.
7. Which way did he run?
8. The cat should not be sitting on the kitchen counter.
9. Do you want some of these carrots?
10. Would you please call me first thing in the morning?

EXERCISE B Complete each of the sentences by writing one or more helping verbs on the line provided.

Example 1. David should be doing his homework right now.

11. He _____ been sleeping instead of studying.
12. We _____ practice our skit at my house tonight.
13. _____ you come over after dinner for about an hour?
14. We probably _____ not drive very far in this snow.
15. My brother _____ take four people in his car.
16. _____ you know how to sew on a button?
17. My sister taught me to do that, but I _____ not remember.
18. _____ you planning to do anything special during the winter holidays?
19. We certainly _____ arrived early if we had known the theater would be so crowded.
20. By the time we found our seats, the curtain _____ already risen.

Verb Phrases

Together, the main verb and its helping verb or verbs are called a *verb phrase*.

EXAMPLES We **will study** Brazil.

Forest tribes **have been living** in Brazil for thousands of years.

Sometimes a verb phrase is interrupted by another part of speech.

EXAMPLE Did you **learn** about the Portuguese settlers in Brazil? [The verb phrase *Did learn* is separated by the pronoun *you*.]

EXERCISE A Underline the verb phrase in each of the following sentences. Then, underline the helping verb or verbs a second time.

Example 1. What role did the Portuguese play in Brazil's history?

1. Portugal had claimed possession of Brazil in the year 1500.
2. The Portuguese settlers must have arrived soon after.
3. They may have been looking for gold.
4. Was gold ever discovered?
5. Cacao beans and sugar cane could be harvested.
6. Large plantations were established by the Portuguese settlers.
7. The settlers and the native tribes did not remain friendly.
8. Some Indians may have been enslaved as plantation workers.
9. Brazil has become a leader in agriculture.
10. Coffee may be one of the most important crops in Brazil.

EXERCISE B Underline all the verb phrases that appear in the following paragraph. Be sure to include all the helping verbs.

Example [1] People have relied on rubber products for many decades.

[11] Latex, a milky-white substance that is used in the production of rubber, is produced by the rubber trees of the Amazon rain forest. [12] Diagonal cuts are made in the trees by rubber tappers. [13] Then a small cup is carefully placed beneath each cut. [14] Rubber tappers must cut all the trees on a rubber tree trail before the latex is flowing too freely. [15] Rubber trees can often be spaced one hundred yards apart, and a rubber tapper may walk several miles before dawn; later that same day, the rubber tapper will repeat the journey through the forest so that he may collect the cups of latex.

Action Verbs

An **action verb** expresses either physical or mental activity.

EXAMPLES Maple sap **drips** from the tree.
I **carry** the bucket to the cottage.
Santos **is dreaming** about a delicious breakfast.

EXERCISE A Underline the action verbs in the following sentences.

Example 1. For breakfast Victor enjoys whole-wheat pancakes.

1. Vermont leads the nation in maple syrup production.
2. Maple syrup comes from the sap of sugar maple trees.
3. In the late winter and early spring, the maple sap flows from the trees.
4. Some people drill holes into the trees.
5. They insert metal tubes or spouts into the holes.
6. They hang buckets from the spouts.
7. The buckets fill with the maple sap.
8. Workers collect the buckets of sap.
9. Other workers boil the sap.
10. This process turns the sap into maple syrup.

EXERCISE B Two words are underlined in each of the following sentences. Identify and circle the word that is an action verb.

Example 1. (Select) your pet carefully.

11. Some people own dogs or cats.
12. I prefer a ferret for a pet.
13. Ferrets often play tricks on their owners.
14. They get into everything.
15. Sometimes they hide things like socks.
16. Some ferrets walk on a leash.
17. Randall bathes his ferret every few weeks.
18. He washes it with mild shampoo.
19. Ferrets possess one bad habit.
20. They sometimes bite people.

Linking Verbs

A **linking verb** connects, or links, the subject to a word or word group that identifies or describes the subject.

EXAMPLE The headlights on the car **became** dim. [The linking verb *became* connects the subject *headlights* with the adjective *dim*.]

EXERCISE A Underline the linking verbs in the following sentences.

Example 1. The bark on the tree feels dry and rough.

1. Bradley's mother is an air-traffic controller.
2. Warren was sick several times this year.
3. I have grown weary of television.
4. The Wilsons are our nearest neighbors.
5. Jamie looked uncomfortable on the stage.
6. She has been late every day this week.
7. The sky remained cloudy until late afternoon.
8. This carton of milk smells sour.
9. You should be hungry after all that work.
10. The top-ranked player in the tennis tournament is Venus Williams.

EXERCISE B Underline the verb in each of the following sentences. Then, above the verb, write AV for action verb or LV for linking verb.

Example 1. Derrick ^{AV}stays with his grandparents during the summer.

11. My grandfather received the Congressional Medal of Honor.
12. I am the only female grandchild in my family.
13. My grandmother seems young to me.
14. Jeanette found a picture of her grandparents as teenagers.
15. They looked odd in the old-fashioned clothing of the 1950s.
16. Tony's great-grandfather will be eighty years old on Sunday.
17. Alexa's grandparents once lived in Indonesia and in the Netherlands.
18. Mrs. Shuman cooks great Indonesian and Dutch food.
19. Joseph never knew his grandparents.
20. He feels sad about that.

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Transitive and Intransitive Verbs

A **transitive verb** is a verb that expresses an action directed toward a person, place, thing, or idea.

EXAMPLE The tourists **explored** the city. [The action of *explored* is directed toward *city*.]

An **intransitive verb** tells something about the subject or expresses action without the action passing to a receiver, or object.

EXAMPLE The tour bus **arrived** on time. [The action of *arrived* is not passed to a receiver.]

EXERCISE A In each of the following sentences, decide whether the underlined verb is transitive or intransitive. Above the verb, write *TR* for *transitive* or *INT* for *intransitive*.

Example 1. The Thames River ^{*INT*} winds through the heart of London.

1. Restaurants and shops line the banks of the Thames River in London.
2. Most shops open early during tourist season.
3. A tour bus company offers several tours.
4. Our bus driver spoke clearly and intelligently.
5. She provided a great deal of information about London and its famous river.
6. The depth of the Thames River changes with the tides every day.
7. Ancient Romans built the first bridge across the river.
8. In ancient times, traders from other countries sailed up the river.
9. Terrible slums and poverty existed along the riverbanks.
10. Charles Dickens described the slums of London in his novels.

EXERCISE B In one sentence in each of the following pairs, the verb is transitive. In the other sentence, the verb is intransitive. Underline the verb in each sentence. Then, on the line provided, write *TR* if the verb is *transitive* or *INT* if it is *intransitive*.

Example 1. ^{*INT*} We met last year at a basketball game. ^{*TR*} I met Tomás for lunch.

11. _____ Cynthia plays the piano well. _____ Roger plays in the school band.
12. _____ The townspeople survived the flood. _____ The entire crew of the sunken ship survived.
13. _____ Alberto writes in his journal each evening. _____ Mishi often writes letters to her grandmother.
14. _____ The pilot landed the plane. _____ The plane landed on time.
15. _____ Please do not leave your coat there. _____ Please leave as soon as possible.

Kinds of Verbs

Some action verbs may be either transitive or intransitive, depending on how they are used in a sentence.

TRANSITIVE Eduardo **practices** piano at least once every day.

INTRANSITIVE He usually **practices** for two hours at a time.

Linking verbs are intransitive.

EXAMPLE Martina **will become** a certified diver next month.

EXERCISE Underline the verb in each of the following sentences. Be sure to include any helping verbs. Determine whether each verb is an action verb or a linking verb and whether the verb is transitive or intransitive. On the line provided, write *ACT* for *action verb* or *LINK* for *linking verb*; on the same line, write *TRAN* for *transitive verb* or *INT* for *intransitive verb*.

Example ACT, INT 1. Martha doesn't sleep very well.

- _____ 1. Her sister always studies late into the night.
- _____ 2. Martha is sometimes very sleepy in the morning.
- _____ 3. Martha's sister could have read in the kitchen.
- _____ 4. She could also have taken her books into the living room.
- _____ 5. The light there is better for my eyes.
- _____ 6. Sometimes Martha's sister studies at the library.
- _____ 7. Most of the time, Martha and her sister have fun together.
- _____ 8. They share clothes and school supplies.
- _____ 9. Martha and her sister both like the same music.
- _____ 10. Martha is also different from her sister in some ways.
- _____ 11. She is much messier, for one thing.
- _____ 12. Her sister always hangs clothes up neatly.
- _____ 13. Martha leaves things all over the floor and the beds.
- _____ 14. Martha likes fresh air in the room, even in the winter.
- _____ 15. Martha's sister complains about the cold air.
- _____ 16. The noise from the traffic bothers her, too.
- _____ 17. Every night, she closes the window.
- _____ 18. Then the room becomes hot and stuffy.
- _____ 19. Martha is always the first one up in the morning.
- _____ 20. She doesn't even wait for the alarm.

The Adverb A

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

EXAMPLES Timothy **often** goes to the library. [The adverb *often* modifies the verb *goes*.]
 He began reading when he was **very** young. [The adverb *very* modifies the adjective *young*.]
 He can finish a book **very quickly**. [The adverb *very* modifies the adverb *quickly*.]
 The adverb *quickly* modifies the verb phrase *can finish*.]

Adverbs answer the following questions: *Where? When? How? How often? How long? To what extent? How much?*

Adverbs may come before, after, or between the words they modify.

EXERCISE A In the following sentences, underline each adverb. Then, draw an arrow from each adverb to the word or words it modifies.

Example 1. Did you already know that Americans throw away 195 million tons of garbage in a year?

1. Open garbage dumps sometimes pose serious health hazards.
2. Most trash is now buried in sanitary landfills.
3. Methane gas from garbage can easily catch fire.
4. Pipes safely bring the gas to the surface.
5. People seldom want landfills near their homes.
6. Scientists and engineers are always looking for new ways to reuse recyclable materials.
7. Many of us thoughtlessly discard possibly useful items daily.
8. Some people willingly reuse bottles and jars.
9. Throughout the country, many cities efficiently separate garbage from easily recyclable items.
10. Some of the largest landfills will very soon be full.

EXERCISE B Complete each of the following sentences by filling in the blank with an appropriate adverb.

Example 1. Yesterday the rain flooded our garden.

11. Two white swans glided _____ across the pond.
12. Close the door _____!
13. The workers will finish the bridge _____.
14. _____, LuAnn made her way up the steep staircase.
15. Mom and Sally _____ go fishing on Saturday mornings.

The Adverb B

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

EXAMPLES Did you see the meteor shower **tonight**? [The adverb *tonight* modifies the verb phrase *Did see*.]
That state park has an **extremely** popular swimming area. [The adverb *extremely* modifies the adjective *popular*.]
The parking lot fills **so rapidly**. [The adverb *so* modifies the adverb *rapidly*. The adverb *rapidly* modifies the verb *fills*.]

EXERCISE Circle each adverb in the following sentences. Then, draw an arrow from each adverb to the word or words that the adverb modifies.

Example 1. The book is entirely too long to finish in one day.

1. *Stuart Little* has always been my favorite book.
2. George quietly asked the librarian for help.
3. I finally finished the report.
4. On the table lies a very old bookmark.
5. Trisha's library books are usually returned on time.
6. You should not fold any pages in a library book.
7. I have never read an entire book of poetry.
8. Lately, I have been reading more nonfiction books.
9. During the week Mom is entirely too busy to read.
10. She frequently reads novels on the weekends.
11. She finishes a book easily in one or two days.
12. She recommends especially enjoyable books to all her friends.
13. In addition, her reading list always includes new biographies.
14. She thinks stories about inventors and explorers are exceptionally good choices.
15. Now she is reading both a new mystery and a book about Mount Everest.
16. Our librarian works hard to make the displays interesting.
17. I usually learn something new from the displays.
18. Old books must be handled quite carefully.
19. The paper in this old book is particularly fragile.
20. Yesterday I saw an exhibit of extremely rare books at the museum.

Adverb or Adjective?

Remember that not all adverbs end in *-ly* and not all words that end in *-ly* are adverbs. The same word may be used as different parts of speech. You cannot tell what part of speech a word is until you know how it is used in a particular sentence.

EXAMPLES I was **only** trying to help. [*Only* is used as an adverb to modify the verb phrase *was trying*.]

Her father was an **only** child. [*Only* is used as an adjective to modify the noun *child*.]

EXERCISE Write *ADJ* above each underlined word you identify as an *adjective* and *ADV* above each underlined word you identify as an *adverb*. Then, draw an arrow from each underlined word to the word or words it modifies.

Example 1. The coach will soon decide on a practice schedule.

1. Joaquín runs three miles daily.
2. That is certainly the better opportunity for her.
3. I know we will arrive later than they will.
4. We had just stopped by the house for a few minutes.
5. Would you like to have time for a leisurely walk through the town?
6. Kai is always an early riser.
7. The judge made a reasonable and just decision in the case.
8. May the best candidate win!
9. Susan's sister lost the bright red ball.
10. Why did he take the only book about that subject?
11. His job pays a higher hourly wage than mine does.
12. Put the water into the pan first.
13. My mother said she had found a very scholarly book on the subject.
14. Do you think he plays the tuba well?
15. He has been taking weekly swimming lessons for years.
16. She really seems well today.
17. Sarah can still remember when her best friend moved away.
18. Those oranges were very sour.
19. He will most likely want to come with us to the movies.
20. He is always late, unfortunately.

The Preposition

3c.

A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

EXAMPLE They traveled **on** foot. [The preposition *on* shows the relationship of *foot* to *traveled*.]

Prepositions that are made up of more than one word are called **compound prepositions**.

EXAMPLE **According to** some historians, the explorers Lewis and Clark traveled more than eight thousand miles.

EXERCISE A Underline all the prepositions in the following sentences.

Example 1. The explorers were successful on their mission in spite of many challenges.

1. Meriwether Lewis and William Clark were officers in the United States Army.
2. President Thomas Jefferson suggested that Lewis find a northwest passage to the Pacific Ocean.
3. The Lewis and Clark expedition was one of the most important in United States history.
4. On account of their exploration, territories recently acquired by the United States could be mapped.
5. Lewis and Clark began their journey in 1804.
6. They left from St. Louis and traveled to the Pacific coast.
7. Lewis and Clark endured many hardships during their long journey.
8. They traveled with horses and a large amount of supplies.
9. In spite of a severe winter in the Rocky Mountains, they survived.
10. The expansion and settlement of the West was easier because of Lewis and Clark.

EXERCISE B Underline the preposition in each of the following sentences. Then, on the line provided, rewrite the sentence using a different preposition in place of the one you underlined.

Example 1. The puppy crawled behind the bed. *The puppy crawled under the bed.*

11. Lay the magazines on the sofa. _____
12. We walked down the garden path. _____
13. Martha is sitting next to Keith. _____
14. The ball landed between Jennifer and Tamika. _____
15. We found the toy underneath the chair. _____

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The Prepositional Phrase

A preposition always has at least one noun or pronoun as an object. This noun or pronoun is called the *object of the preposition*. The preposition, its object, and any modifiers of the object make up a *prepositional phrase*. A preposition may have more than one object.

EXAMPLES The most valuable pearls are found **in tropical seas**. [*Seas* is the object of the preposition *in*. *Tropical* is an adjective modifying the object *seas*.]
Here is a picture **of Mick and Yoshi**. [The preposition *of* has the two objects *Mick* and *Yoshi*.]

EXERCISE A For each underlined prepositional phrase, write *P* above the preposition and *OP* above its object.

Example 1. ^{*P*} Beneath the water ^{*OP*} lay rich pearl beds.

- Pearls are formed when sand or other debris gets trapped inside the oyster shell.
- The oyster begins covering the piece of debris with a special substance.
- After several years, a pearl is formed.
- In the early 1900s, a Japanese man discovered a way to fool oysters.
- This process involves shoving a small bead into the oyster.
- The oyster mistakes the bead for debris and starts making a pearl.
- The layers of a pearl can be seen under a microscope.
- On a string of pearls, each pearl must look like the others.
- A large, perfectly round pearl is one of the most valuable gems in the world.
- Pearls with irregular shapes are not as valuable.

EXERCISE B Add prepositional phrases to the following sentences. Write your new sentences on the lines provided.

Example 1. The woman described the accident. The woman across the street described the accident to the police.

- Milo rode his horse. _____
- Una drove home. _____
- The carpenter repaired the roof. _____
- The ship sank. _____
- The coach explained the play. _____

Preposition or Adverb?

Some words may be used as both prepositions and adverbs. Remember that a preposition always has at least one noun or pronoun as an object. An adverb never does.

ADVERB You might get cold if you stay **outside** too long.

PREPOSITION I could see a flock of geese **outside** the window.

EXERCISE Identify the underlined words in the following sentences as either adverbs or prepositions. If the word is an adverb, write *ADV* above it. If the word is a preposition, write *PREP* above it. Then, if the word is a preposition, write *OP* above its object.

Example 1. The sailors could see the faint outlines of an island ^{*PREP*} across ^{*OP*} the water.

1. Please place your books beneath your desk.
2. She had never smelled anything like that before.
3. Threatening storm clouds were gathering above.
4. You can always find a jar of peanut butter inside that cupboard.
5. I'm sure the dog came in last night.
6. We could hear the band playing as it marched down the street.
7. The weather was certainly miserable outside.
8. If the gate won't open, climb over the fence.
9. The balloons floated far above our heads.
10. The goats are in the far pasture.
11. Let's get popcorn before the movie.
12. You might have to wade across the creek to find the trail again.
13. The bus drove past the people.
14. Don't turn that log over so quickly!
15. Meet me outside the front door after you've finished shopping.
16. A fire blazed inside, welcoming the weary travelers.
17. High above the mountain, the hawks wheeled in lazy circles.
18. What do you think you'd find over the rainbow?
19. The boy clasped the money tightly in his hand.
20. Bring your skates in before the rain starts.

The Conjunction A

3d. A **conjunction** is a word that joins words or groups of words.

EXAMPLES You **and** I have been invited to the wildlife park.
 We waited for an hour **but** then left without the two boys.
 I am reading about canaries, **for** I want one as a pet.
 Heather will **either** walk home **or** call her brother.

EXERCISE Underline each conjunction in the following sentences.

Example 1. Both Africa and Asia have many kinds of butterflies.

1. The insect order Lepidoptera includes not only moths but also butterflies.
2. Powdery scales cover the wings of both butterflies and moths.
3. Moths usually have plump, furry bodies, but butterflies have slender, hairless bodies.
4. Most butterflies fly during the daytime and rest with their wings folded upright.
5. There are between 15,000 and 20,000 species of butterflies.
6. Butterflies live almost everywhere, but tropical rain forests have the most different kinds.
7. Both other insects and birds are among butterflies' enemies.
8. Butterflies appear fragile to us, yet they have powerful defenses.
9. Butterflies may blend with their surroundings or mimic distasteful species.
10. Predators avoid the viceroy butterfly, for it resembles the bad-tasting monarch butterfly.
11. To make themselves taste bad, some butterflies eat plants that are either poisonous or bitter.
12. The bright or striking colors on some butterflies are actually a warning to predators.
13. The skin of a caterpillar neither grows nor stretches.
14. Adult butterflies usually feed only on nectar, but caterpillars can do a lot of crop damage.
15. The caterpillar of the cabbage butterfly, for example, feeds on cabbage and cauliflower plants.
16. The transformation of a caterpillar into a butterfly is both amazing and interesting.
17. Butterflies cannot live actively in cold weather, so many of them migrate to warmer climates for the winter.
18. The monarch must be the long-distance champion of the butterfly world, for it travels up to two thousand miles to escape cold weather.
19. Other butterflies produce a substance like antifreeze, so they can survive the cold.
20. The word *butterfly* comes from *buterfleoge*, an Old English word meaning "butter" and "fly."

The Conjunction B

3d. A **conjunction** is a word that joins words or groups of words.

EXAMPLES Keisha **and** Jack were the winners.
 Noel remembered her notebook **yet** forgot her pen.
 We hurried down the hall, **for** we didn't want to be late.
Neither rain **nor** snow bothers my dog.

EXERCISE In the following sentences, write an appropriate conjunction in the blank or blanks provided.

Example 1. Either Jeff or Jared can throw the ball that far.

1. I'm taking a full class load this term, including biology _____ chemistry.
2. We could _____ take a bus _____ walk to the museum.
3. You'll have to choose one _____ the other.
4. Jessamyn wanted to be at school early, _____ her alarm clock didn't go off.
5. Aaron, Alex, _____ Andy are always the first names on the class list.
6. She had to decide _____ to take a walk _____ read a book.
7. My sister is in tonight's performance, _____ we have bought front-row seats.
8. He hasn't written, _____ has he called.
9. _____ cold water _____ lemonade are refreshing on a hot day.
10. We stopped to rest after hiking only three miles, _____ we were already weary.
11. _____ our team makes the playoffs _____ the season is over.
12. Make sure the cats are in tonight, _____ the weather service is predicting rain.
13. If I can take only one friend on the trip, I'll pick Jessie, Maria, _____ Daniela.
14. I'm supposed to finish the book today, _____ I haven't even begun to read it.
15. I'll _____ have to stay up late tonight _____ get up early tomorrow.
16. _____ Nate _____ Sandy will be our representative on the committee.
17. I was hungry when I got home, _____ I hadn't eaten anything since breakfast.
18. This project requires _____ tape _____ glue.
19. The bell had not rung, _____ the door was already closed.
20. Turn right at the next corner, _____ look for a blue house on your left.

The Interjection

3e. An **interjection** is a word that expresses emotion.

EXAMPLES **Hurray!** Here comes the parade!
Oh, I made a mistake.
 Raising a puppy is, **well,** challenging.

EXERCISE A In each of the following sentences, underline the interjection.

Example 1. Ouch! That hurt!

1. Aha! There you are!
2. Oh, no! I stubbed that same toe again!
3. It must be a hundred degrees in the shade. Whew!
4. Do you think you could, well, work my shift tonight?
5. Our team made it to the playoffs! Hooray!
6. Oops, I didn't mean to lose your place in the book.
7. We'll be on time if we leave here about, oh, nine o'clock.
8. Hey! That's a stop sign, not a yield sign!
9. Yikes! Is that pan hot!
10. It looks as though the pipes froze last night. Oh dear!

EXERCISE B In each of the following sentences, fill in the blank with an appropriate interjection. Try not to use the same interjection more than once.

Example 1. Hey! Look out for that fence!

11. _____! You certainly took your time.
12. _____! That hammer just missed my foot.
13. Rosita sat down, _____, just before the bell rang.
14. I forgot my bus pass again, _____.
15. _____, I guess the movie should be over by now.
16. _____, did I tell you what happened to me at the mall?
17. Here comes Daniel with, _____, the biggest Great Dane I have ever seen.
18. _____, I didn't think you would mind if I brought my friend.
19. I scraped my knee. _____!
20. _____! That squirrel can fly!

Determining Parts of Speech

3f. The way a word is used in a sentence determines what part of speech it is.

VERB We **walk** in the woods.

ADVERB A small, furry animal ran **by**.

NOUN We will take a **walk** in the woods.

PREPOSITION They will arrive **by** noon.

EXERCISE A Decide what part of speech each underlined word in the following sentences is. Above the word, write *V* for verb, *ADV* for adverb, *PREP* for preposition, *CON* for conjunction, or *I* for interjection.

Example 1. Tigers ^{*ADV*} rarely attack humans.

- The huge elephant sensed danger.
- "She must be hungry," thought the elephant's handler.
- He climbed down and fed her some leaves.
- Then he scrambled back to his perch.
- Suddenly a tiger sprang from the bushes.
- The tiger's claw then scraped the handler's leg.
- Man and tiger tumbled to the jungle floor.
- The elephant lifted the handler with her trunk.
- The handler was badly hurt but recovered from his wounds.
- Alas! He refused to enter the jungle again.

EXERCISE B For each sentence, underline the word that is the part of speech named in parentheses.

Example 1. The birds flew up into the sky. (*adverb*)

- My grandparents planned a trip to Alaska. (*verb*)
- We played well, but we lost the game. (*adverb*)
- Barbara lives with her parents. (*preposition*)
- The hikers took off their packs and sat under the tree. (*conjunction*)
- Did you climb aboard the bus? (*preposition*)
- Jamal arrived early for dress rehearsal. (*verb*)
- Those clouds look awfully dark to me. (*adverb*)
- Did Teresa or Joseph make this birdhouse? (*conjunction*)
- Well, wish us luck in the game! (*interjection*)
- The puppy lay down on the examination table. (*preposition*)

Review A: Parts of Speech

EXERCISE A In each of the following sentences, underline all parts of each verb phrase. Then, underline any helping verbs a second time.

Example 1. Have the suspects finally been arrested?

1. Has the lawn been mowed this week?
2. The chorus will sing a medley of Beatles hits.
3. Mr. Wauneka may be elected to the state legislature.
4. You should have phoned first.
5. Their main offices have been moved downtown.
6. The writer will proofread his latest article.
7. I have been jogging five miles a day.
8. Can you ever forgive me for that?
9. The baby is sleeping in his mother's arms.
10. Lupe would have never found her wallet without your help.

EXERCISE B Decide whether each underlined verb is an action verb or a linking verb. On the line provided, write *AV* for *action verb* or *LV* for *linking verb*. On the same line, write *TRAN* for *transitive verb* or *INT* for *intransitive verb*.

Example LV, INT 1. Did that fish taste strange to you?

- _____ 11. I found that information in the telephone book.
- _____ 12. Eddie must be the fastest runner on the team.
- _____ 13. That bread looks moldy.
- _____ 14. Most birds migrate at night.
- _____ 15. We built a shelter near the edge of the forest.
- _____ 16. The contestants appear confident.
- _____ 17. They rescued the passengers from the capsized ferry.
- _____ 18. My throat feels scratchy this morning.
- _____ 19. We were the largest class in the history of the school.
- _____ 20. Do raccoons hibernate in the winter?

Review B: Parts of Speech

EXERCISE A In each of the following sentences, underline the adverb once. Then, draw an arrow from each adverb to the word or words the adverb modifies.

Example 1. Will you soon clean the kitchen?

1. Some kinds of opals are extremely beautiful.
2. I often go to the movies.
3. The ocean appears especially beautiful at sunrise.
4. The store window elegantly displayed coats and shoes.
5. The last grapefruit disappeared mysteriously.
6. She is particularly interested in sports.
7. Have you ever climbed a mountain?
8. Which part of this assignment would you do next?
9. No room remained at the end of the row, so everyone moved over.
10. On Sunday, the dogs in my neighborhood barked early.

EXERCISE B In each of the following sentences, write *P* above the preposition and *OP* above its object or objects. Also, write *C* above any conjunction and *I* above any interjection.

Example 1. They swam slowly and patiently toward shore and safety.

11. There were only a few flowers among the weeds.
12. Ouch! That waiter crashed into the swinging door!
13. The food splattered onto the wall and floor.
14. After the game, the MVP award will be announced.
15. I am doing my science project with Julio and Karen.
16. The forecast calls for rain, so bring your umbrella.
17. Watch for speeding cars and trucks.
18. Do you ride a bus or walk to school?
19. Well, I found my slippers under the couch, but I still can't find my socks.
20. Not only did Lisa hit the ball past the shortstop, but she also helped win the game.

Review C: Parts of Speech

EXERCISE A Identify the part of speech of each underlined word or word group in the following sentences. Above the word or word group, write *V* for *verb*, *ADV* for *adverb*, *PREP* for *preposition*, *C* for *conjunction*, or *I* for *interjection*.

Example 1. The achievements of Leonardo da Vinci ^{*V*} were ^{*ADV*} quite remarkable.

- Leonardo da Vinci was an Italian artist and scientist.
- Wow! Did you know that da Vinci designed a flying machine?
- He studied a bird's wing and modeled the flying machine on it.
- Many of da Vinci's paintings can be viewed today in museums around the world.
- For many years Galileo Galilei was a mathematics professor, but he left teaching to pursue scientific research.
- Some people disagreed with his ideas and sought other explanations.
- They believed the sun moved around the earth, but Galileo believed that the earth moved around the sun.
- Would you have agreed with Galileo or with his opponents?
- Galileo made his most sensational discovery when he discovered the moons of Jupiter.
- Oh, I wasn't aware of that fact.

EXERCISE B In each of the following sentences, underline each word or word group that is the part of speech indicated in parentheses.

Example 1. Selina's pet rabbit has scampered underneath the front porch. (*verb*)

- Joyce will mow the lawn either Saturday or Sunday. (*conjunction*)
- Chinese is a language with a long history. (*verb*)
- The room looks bare without curtains. (*preposition*)
- Carefully he jumped over the deep puddle. (*adverb*)
- Hey! Who wants to play softball? (*interjection*)
- These apples should not taste so tart. (*verb*)
- They are arguing about rules and regulations again. (*adverb*)
- The planet Venus seems more like Earth in appearance than any other planet does. (*verb*)
- India and Pakistan became independent states in 1947. (*conjunction*)
- Lightning streaked across the night sky. (*preposition*)

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[illegible]

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NAME _____

CLASS _____

DATE _____

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Literary Model (continued)

EXERCISE B How does the poet's use of verbs contribute to the feeling of tension that you, the reader, experience as the last seconds of a tied basketball game are being described?

EXERCISE C Using Hoey's writing as a model, write a poem describing a topic related to an athletic competition. As Hoey did, use verbs to create a feeling of excitement or tension.

EXERCISE D

1. Read your poem critically, and replace the linking verbs that you used with active, descriptive verbs such as those Hoey used in the poem "Foul Shot." For each verb that you replace, write the original verb, followed by the replacement, on the lines below.

2. How does your use of verbs contribute to your poem?

Writing Application: Skit

Interjections bring a sense of the spoken—or yelled—word to writing. Writers set them off either with a comma or an exclamation point to tell readers how strong the interjection is. Read the sentences below out loud.

MILD INTERJECTION Well, I was a bit surprised at his sky-blue hair coloring.

STRONG INTERJECTION Well! I never had such a shock as when I saw his blue hair!

Notice how the tone of the interjection—mildly surprised in the first sentence and shocked in the second—sets the tone for the sentence that follows, too.

WRITING ACTIVITY

For a drama class, you are writing a short, humorous skit in which a group of people your age hosts a surprise birthday party for a friend. Unfortunately, the friend really does not like surprise parties. Write the dialogue between the hosts and the friend from the time the friend comes through the door. Use interjections to express the feelings of the characters in the skit.

PREWRITING You could work this scene out in various ways. Brainstorm endings for the unwanted surprise, keeping them funny. Which possibility seems more real to you? Which provides the best chance for comedy? After you have sketched out several endings, choose the one you like best.

WRITING With the skit's ending in mind, you can now write the lines for the characters to say. The first line is a giveaway: "Surprise!" the hosts will yell as their friend comes through the door. What happens after that is up to you. As you write lines, try to make them sound like spoken English. You will probably use some slang and a few sentence fragments.

REVISING The best way to test the lines you have written is to gather up a few friends and read the lines out loud together, as you would if you were performing the skit. Listen for awkward pauses. Ask your friends whether any lines leave them with questions about meaning. Have you used interjections that help the audience understand how each character is feeling?

PUBLISHING Check your skit for mistakes in spelling and punctuation. Make enough copies for all the players. Then, with your teacher's permission, perform your skit for the class. Watch as other versions of the scene are played out. Discuss the different endings that you and your classmates wrote.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. You could expand your skit by writing several different endings, some positive and some negative. Then, you and your classmates could role-play these endings and lead a class discussion on how to turn a bad situation into a good one.

Choices: Exploring Phrases and Clauses

Here's your chance to step out of the grammar book and into the real world. You may not notice phrases and clauses, but you and the people around you use them every day. The following activities challenge you to find a connection between phrases and clauses and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

MUSIC

On Top of Old Smokey

Adverb phrases make great introductory lines for songs. How many songs can you recall that begin with an adverb phrase? Write down the first line of at least four songs. Then, underline each adverb phrase.

BUILDING BACKGROUND KNOWLEDGE

Over, Under, Up, Down

Show your classmates how useful prepositions can be. First, make a list of ten prepositions that can be used to express location. Then, find or create illustrations that show what each preposition means.

WRITING

Something out of Nothing

Most people have plenty to say but have trouble putting their thoughts into words. Prepare a visual presentation that shows how one word can become the building block for a whole sentence. You will need four different colors for writing—one for each of the following steps. Begin by writing one word. Then, add a word or two and create a phrase. Next, turn that phrase into a clause. The final step is to turn your clause into a sentence.

LINGUISTICS

By the By

Pick a preposition, and make a list of every common phrase or expression you can think of that uses that preposition. For *by*, you could start with *by the by*, *by the way*, and *by hook or by crook*. Begin by brainstorming, and finish by checking in a dictionary of common expressions (usually known as a dictionary of idioms). When you've completed your list, pass out copies to your classmates.

CREATIVE WRITING

Sauce for the Goose

Not only could Mother Goose rhyme, but she also could use prepositional phrases. Write a few of your own nursery rhymes. Be sure to use at least three prepositional phrases in each rhyme. Be ready to identify each phrase as either an adverb phrase or an adjective phrase.

CONTEST

School for Thought

Challenge your classmates to a contest. Pick a noun, and write as many adjective phrases as you can about it. For instance, if you choose *school* you might write *school of thought* or *school for boys*. Pick a common, general noun so that you'll be able to generate a lot of phrases. The person or team with the most adjective phrases wins.

MOVIES

At the Theater

Have you ever noticed that many movie titles contain prepositional phrases? There are also plenty of movie titles that *are* prepositional phrases. With a partner, brainstorm at least ten of these movie titles—five that contain prepositional phrases and five that are prepositional phrases. Put your list on a poster, and get permission to hang it in the classroom.

WORD ORDER

Mix and Match

Write a sentence that has a subject, a verb, and two phrases. Then, get your scissors and cut out each phrase. Next, see how many ways you can combine the pieces of your sentence. (Don't forget that punctuation often changes with word order.) Put the versions of your sentence on a poster, and ask to post it in the classroom.

Identifying Phrases

- 4a.** A **phrase** is a group of related words that is used as a single part of speech and that does not contain both a verb and its subject.

EXAMPLES should have been studying [no subject]
behind the large boxes [no subject or verb]

A word group that has both a subject and a verb is called a **clause**.

EXAMPLE although I should have been studying [I is the subject of the verb phrase *should have been studying*.]

Phrases cannot stand alone as sentences. They must be used with other words to make a complete sentence.

PHRASE with a special cane

SENTENCE Shawn walks with a special cane.

EXERCISE A Identify each word group by writing *P* for *phrase* or *NP* for *not a phrase* on the line provided.

Examples *P* 1. with every student

 NP 2. while the plane landed

_____ 1. with long white curtains

_____ 6. The cat sat.

_____ 2. had been swimming

_____ 7. over the fence

_____ 3. as a baby sitter

_____ 8. in the middle

_____ 4. after the bell rang

_____ 9. under the car

_____ 5. is running

_____ 10. where her books are

EXERCISE B Each of the following sentences contains an underlined word group. On the line provided, write *P* if the word group is a phrase or *NP* if the word group is not a phrase.

Examples *P* 1. Arachnids are members of a class of small, insectlike animals.

 NP 2. Unlike insects, however, arachnids do not have wings.

_____ 11. The names of many arachnids have caused people to shudder in fear.

_____ 12. The black widow spider, for instance, is the most dangerous spider in the United States.

_____ 13. However, while the bite of a black widow can cause severe pain, it usually does not cause serious harm.

_____ 14. Many people also fear tarantulas, but the bite of tarantulas found in the United States is no more dangerous than the sting of a bee.

_____ 15. Spiders, while they may look frightening, can be helpful because they eat harmful insects.

Prepositional Phrases A

4b. A **prepositional phrase** includes a preposition, the object of the preposition, and any modifiers of that object.

EXAMPLES They will picnic **by the river**. [*By* is the preposition, *river* is the object, and *the* modifies *river*.]

The mantel was decorated **with twelve candles**. [*With* is the preposition, *candles* is the object, and *twelve* modifies *candles*.]

A preposition may have more than one object.

EXAMPLE The shuttle traveled **to Mars and Venus**. [The preposition *to* has the two objects *Mars* and *Venus*.]

EXERCISE A Underline each prepositional phrase in the following sentences. Hint: Some sentences contain more than one prepositional phrase.

Example 1. What are the differences between moths and butterflies?

1. He read about butterflies and moths.
2. Butterflies and moths belong to the same insect group.
3. However, butterflies are different from moths.
4. Butterflies are some of the most beautiful creatures in the insect world.
5. Some giant moths can send shivers down your spine.
6. Most butterflies fly only during the day, but moths usually fly at night.
7. Many butterflies' antennae have ends that are shaped like bulbs.
8. The moth's antennae, however, do not end in knobs.
9. Like a butterfly, a moth takes different forms throughout its life cycle.
10. The caterpillars of some moths can cause damage to trees and plants.

EXERCISE B Complete each of the following sentences by writing an appropriate prepositional phrase on the line provided.

Example 1. The store on the corner was robbed last night.

11. I heard the report about the robbery _____.
12. The reporter said the robbery occurred _____.
13. _____, thousands of dollars were stolen.
14. A few _____ said they heard the report, too.
15. Police arrested a suspect _____ this morning.

Prepositional Phrases B

- 4b.** A **prepositional phrase** includes a preposition, the object of the preposition, and any modifiers of that object.

EXAMPLES The man **from Chicago** is here. [*From* is the preposition, and *Chicago* is the object.]
In spite of the rain, the class enjoyed the field trip. [*In spite of* is the preposition, *rain* is the object, and *the* is a modifier of *rain*.]

A preposition may have more than one object.

EXAMPLE I have already looked **in the closet, the car, and my bedroom**. [The preposition *in* has the three objects *closet*, *car*, and *bedroom*.]

EXERCISE Underline the prepositional phrases in the following sentences. Then, circle the object or objects of each preposition.

Example 1. According to this checklist, the final project is due next Friday.

- Swimming in the lake was our favorite summer activity.
- Birds chirped noisily among the branches.
- The missing puzzle piece was hidden beneath the sofa.
- The rain finally stopped, leaving puddles on the sidewalk.
- The ball hit the ground just inches in front of the outfielder's glove.
- During the concert the audience listened attentively.
- The new highway will not be completed until next spring.
- The cat was curled up underneath the window.
- Nothing smells quite like a new car.
- Above the mantelpiece was a large portrait.
- Who is that new student sitting next to Marcia?
- How lucky it is that we are on the same team again!
- For my report, I studied Thomas Nast.
- The wind was blowing steadily from the west.
- The nest had been built with twigs and grass.
- No one may enter without a ticket.
- The picnic will be sponsored by the drama club.
- The snowstorm was slowly drifting toward our city.
- After dinner, we finally felt content.
- Throughout the night, noises kept him awake.

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Adjective Phrases

4c. A prepositional phrase that modifies a noun or pronoun is called an **adjective phrase**.**EXAMPLE** The plot **of the story** is simple. [The adjective phrase *of the story* modifies the noun *plot*.]

More than one adjective phrase may modify the same noun or pronoun.

EXAMPLE The letter **from my sister about the puppy** is cute. [The adjective phrases *from my sister* and *about the puppy* both modify the noun *letter*.]

An adjective phrase may modify the object of another adjective phrase.

EXAMPLE Several **of the sculptures by that artist** have already been sold. [The adjective phrase *of the sculptures* modifies the pronoun *Several*. The adjective phrase *by that artist* modifies the noun *sculptures*.]**EXERCISE A** Circle the adjective phrases in the following sentences. Draw an arrow from each adjective phrase to the noun or pronoun it modifies.**Example 1.** The sounds of chipping and scraping reached our ears.

- One of my sisters saw that famous Mexican woodcarver.
- Her favorite carvings are small statues of fire dragons and other fantasy creatures.
- Collectors around the world enjoy these imaginative Mexican woodcarvings.
- The colors of the carvings are bright and bold.
- Animal figures in bright green, yellow, blue, and red are common.
- Wooden carousel animals are still a specialty of some Mexican woodcarvers.
- Many of the carvings are exported.
- The style of the animals, though, is clearly Mexican.
- New generations of woodcarvers have kept the craft and the tradition alive.
- Oaxaca was my sister's favorite part of our vacation.

EXERCISE B Each of the following sentences contains two adjective phrases. Underline each adjective phrase separately. Then, draw an arrow from each adjective phrase to the word it modifies.**Example 1.** The sound of the laughter of the children pleased him.

- He studied each of the pictures by John James Audubon.
- The collection of rare photographs from the Civil War has great historical value.
- There are many different kinds of folk remedies for hiccups.
- The painting of sunflowers by van Gogh is a masterpiece.
- Is the woman in this picture your grandmother from Italy?

Adverb Phrases

- 4d.** A prepositional phrase that is used to modify a verb, an adjective, or an adverb is called an **adverb phrase**.

EXAMPLES Ruben ran **to the store**. [The adverb phrase *to the store* modifies the verb *ran*.]
 The captain is aware **of the situation**. [The adverb phrase *of the situation* modifies the adjective *aware*.]
 Early **in the morning** she heard a knock on the door. [The adverb phrase *in the morning* modifies the adverb *Early*.]

More than one adverb phrase may modify the same word.

EXAMPLE We rode **for three hours on the reservation**. [The adverb phrases *for three hours* and *on the reservation* modify the verb *rode*.]

EXERCISE A Underline the adverb phrases in the following sentences.

Example 1. The city of Katmandu has been inhabited for many centuries.

1. We traveled to Nepal's capital city.
2. In Katmandu are many Buddhist shrines.
3. The city lies between Himalayan mountain peaks.
4. During our visit we saw many interesting shops and restaurants.
5. We walked slowly through narrow, crowded city streets.
6. Most people in Nepal survive by farming.
7. Extra crops are traded for kerosene, salt, and other important items.
8. In the Himalayas live the Sherpas.
9. The Sherpas are known for their special mountaineering skills.
10. During mountain-climbing trips, they guide the climbers and help carry supplies.

EXERCISE B In the following sentences, circle each adverb phrase and draw an arrow to the word or word group it modifies.

Example 1. In 1998, Eduardo traveled throughout Spain.

11. He shopped in Madrid and relaxed on the Costa Brava.
12. He went by bus from Madrid to Toledo.
13. Then he visited Granada for three days.
14. At the Alhambra he saw how the Moorish rulers lived during the Middle Ages.
15. Moorish influence is also evident in the architecture of Seville.

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Adjective and Adverb Phrases A

4c. A prepositional phrase that modifies a noun or pronoun is called an **adjective phrase**.**ADJECTIVE** **Wooden** carvings lined the shelves.**ADJECTIVE PHRASE** Carvings **of wood** lined the shelves.**4d.** A prepositional phrase that is used to modify a verb, an adjective, or an adverb is called an **adverb phrase**.**ADVERB** She goes **there** often.**ADVERB PHRASE** She goes **to the cove** often.**EXERCISE A** Identify each underlined prepositional phrase as an adjective phrase or an adverb phrase. Above the phrase, write *ADJ* for *adjective phrase* or *ADV* for *adverb phrase*.**Example 1.** People ^{*ADJ*} throughout Alaska are concerned with the issue of oil production and drilling.

- Ecologists study relationships between living things and their environments.
- Ecologists worry that oil will have negative effects on Alaskan wildlife.
- In the future, more safeguards should be required for oil tankers.
- Some of the Alaskan people depend on oil for employment.
- Many Alaskans fear the loss of wildlife and natural resources.

EXERCISE B Underline the prepositional phrase in each sentence. Then, above the phrase, write *ADJ* if the phrase is an adjective phrase or *ADV* if it is an adverb phrase.**Example 1.** A train ran ^{*ADV*} through the mountains.

- At Delhi we changed trains.
- When the train pulled up, I stared at the steam engine.
- The smoke from the engine was thick and white.
- The view from the little window sometimes took my breath away.
- The dining car on the train was open.
- However, we had already bought some food at the station.
- Friendly servers brought beverages to people's seats.
- The water in my glass was fresh and cool.
- The rhythm of the rails soothed me.
- Soon I rested my head against the seat and fell asleep.

Adjective and Adverb Phrases B

4c. A prepositional phrase that modifies a noun or pronoun is called an **adjective phrase**.

ADJECTIVE A **wire** fence surrounded the garden.

ADJECTIVE PHRASE A fence **of wire** surrounded the garden.

4d. A prepositional phrase that is used to modify a verb, an adjective, or an adverb is called an **adverb phrase**.

ADVERB He read the instructions **silently**.

ADVERB PHRASE He read the instructions **to himself**.

EXERCISE A Circle each prepositional phrase in the following sentences and draw an arrow to the word it modifies. Then, on the line provided, write *ADJ* if the phrase is an adjective phrase or *ADV* if it is an adverb phrase.

Example ADV 1. Four knights galloped toward the castle.

- _____ 1. The knights rode across the drawbridge.
- _____ 2. Several of the king's attendants greeted them.
- _____ 3. Inside, the knights knelt before the king.
- _____ 4. They explained that they had ridden from a distant country.
- _____ 5. They had seen a dragon with long red claws.
- _____ 6. They had shot arrows at this fierce dragon.
- _____ 7. During the battle, one knight had been injured.
- _____ 8. Respectfully the knights asked the king for help.
- _____ 9. To his attendants, the king said, "Give these fine men our strongest bows, our sharpest arrows, and our swiftest horses."
- _____ 10. Each of the knights smiled and thanked the generous king.

EXERCISE B For each of the following sentences, write an appropriate adjective phrase or adverb phrase to complete the sentence.

Example 1. The puppy was digging in the garden. (*adverb phrase*)

11. A mosquito was buzzing _____. (*adverb phrase*)
12. The new school will be located _____. (*adverb phrase*)
13. My dog King is the best dog _____. (*adjective phrase*)
14. _____, the Freemans went camping. (*adverb phrase*)
15. The discussion _____ will only take half the period. (*adjective phrase*)

The Clause

- 4e.** A **clause** is a word group that contains a verb and its subject and that is used as a sentence or as part of a sentence.

EXAMPLES ^S ^V **Children crowded onto the sidewalks.** [This clause is used as a sentence.]

^S ^V **As children crowded onto the sidewalks, the parade began.** [This sentence contains two different clauses.]

^S ^V **The community band was first,** and ^S ^V **it was followed by a group of clowns.** [This sentence contains two different clauses.]

EXERCISE A Each of the following sentences contains an italicized clause. Underline the subject of the italicized clause once, and underline the verb of the italicized clause twice.

Example 1. While my brother and I are washing the dishes, my sister is drying them.

- Three trees grow in the Wagners' front yard.
- When I swim, I always wear goggles.
- The Big Dipper, which is made up of seven stars, forms part of Ursa Major.
- Alexander the Great, who was tutored by Aristotle, became king at the age of twenty.
- Aaron knows the lyrics to that song by heart.
- My dog, whose name is Buster, loves to fetch.
- After several long delays, the movie finally began.
- Manuel has now read three books that were written by J.R.R. Tolkien.
- Bill and Michelle performed the skit that Kevin and Jane had written.
- When you finish that book, will you lend it to me?

EXERCISE B Above the underlined word group in each of the following sentences, write C if the word group is a clause or NC if the word group is not a clause.

Examples 1. ^C Next time you go for a walk, look carefully at the rocks all around you.

2. ^{NC} Most people don't often stop to think about rocks.

- The wide variety of rocks can make them an interesting subject for study.
- Diamonds and other gems come from rocks.
- Some people search for rocks that contain fossils.
- People who collect rocks and minerals as a hobby are called "rockhounds."
- Many rocks of interest can be found near your home.

Independent Clauses

- 4f.** An **independent** (or **main**) **clause** expresses a complete thought and can stand by itself as a sentence.

EXAMPLE S V
Leta plays the violin and the guitar.

An independent clause does not always stand alone. It can be joined with another clause.

EXAMPLE Although both instruments sound beautiful, **Leta prefers the violin.**

EXERCISE A Identify the underlined word group in each of the following sentences by writing above it *I* for *independent clause* or *NI* for *not an independent clause*.

Example 1. ^{NI} As the sun set, the temperature dropped.

- The hikers walked until they were exhausted.
- Has John met the family who moved in next door?
- Gerry needs the book that is on his shelf.
- If you see Charlotte, please give her this message.
- We cannot leave yet because the play is not finished.

EXERCISE B Underline the independent clause or clauses in each of the following sentences.

Example 1. The Great Wall of China, which is about four thousand miles long, is the longest structure ever built.

- It was built entirely by hand.
- Parts of the wall were built as long ago as 2,500 years, but the different sections were connected into the Great Wall about 2,200 years ago.
- Several Chinese states began to build walls for protection.
- Emperor Shi Huangdi united China when he ordered the walls to be connected.
- The Great Wall protected the northern border; it was the first line of defense.
- The wall worked, and invasions succeeded only if the Chinese leaders were weak.
- Much of the wall was in ruins when the Ming dynasty took power in A.D. 1368.
- The Ming government began rebuilding the crumbling ruins in the fifteenth century, and much of their work remains today.
- The Great Wall is no longer needed for defense, but it has become a major tourist attraction.
- The wall is as high as thirty-five feet, and the width can reach twenty-five feet.

Subordinate Clauses

- 4g.** A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a complete sentence.

SUBORDINATE CLAUSE if the ^Scoaches ^Vagree

A subordinate clause must be joined with at least one independent clause to make a sentence and express a complete thought.

SENTENCE If the coaches agree, the game will be rescheduled.

EXERCISE A Identify the underlined clause in each of the following sentences by writing *SUB* for *subordinate clause* or *IND* for *independent clause* above the clause.

Example 1. Shannon's sister is majoring in marine biology, ^{SUB}which she has loved since childhood.

- The marks that indicate the suit on playing cards are called "pips."
- The referee was blowing his whistle, but the players didn't hear it.
- The pyramids, which were built as tombs, are among the Seven Wonders of the World.
- Aaron had to walk with crutches while his sprained ankle healed.
- Whenever the wind blew, we had to rake more leaves in the yard.
- Janet said she would study for the math test after she finishes eating lunch.
- Whoever has the missing copy of the book should return it to Room 302 this afternoon.
- Heather would like to go camping, but Gail would rather see a play.
- After she talked with the foreign-exchange student, Marisa wanted to visit Italy.
- The sand that trickled through the hourglass showed that Mario had little time left.

EXERCISE B Underline the subordinate clause in each of the following sentences.

Example 1. The month of August is named for Augustus Caesar, who was the first emperor of Rome.

- When the Roman Senate renamed the month in his honor, they also added a day to it.
- The month of July was named for Julius Caesar, who was the great-uncle of Augustus.
- Before the Senate named him Augustus, he was called Octavian.
- While Augustus was emperor, Roman architecture and literature reached new heights.
- Augustus' reign was the period that came to be called the Augustan Age, and his influence continued for nearly two hundred years.

Adjective Clauses

4h. An **adjective clause** is a subordinate clause that modifies a noun or pronoun.

EXAMPLES The plant **that is hanging by the window** needs more water. [The adjective clause *that is hanging by the window* modifies the noun *plant*.]
The team leader will be Carmen, **whose math skills are excellent**. [The adjective clause *whose math skills are excellent* modifies the noun *Carmen*.]

EXERCISE A Underline the adjective clause in each of the following sentences.

Example 1. Algebra I, which is my favorite class, starts right after lunch.

1. A parable is a short story that teaches a lesson.
2. Patrick, who was born in Ireland, is spending the summer with his cousins.
3. Julia very gently cleaned the clock that had been made by her great-grandfather.
4. The secondhand shop where Teresa bought her guitar has many good values.
5. Are the fish that you catch in this lake safe to eat?
6. The squirrel, which had scared off all the birds, ate the food in the bird feeder.
7. The person whose number is called should join us on the stage.
8. Toshi, whom I had not yet called, had already heard about the study session.
9. Buildings that have stood for centuries can provide valuable knowledge.
10. Jared was showing everyone the photo in which Sean and Lori were making funny faces.

EXERCISE B Write adjective clauses to complete the following sentences.

Example 1. The football game, which we won by three points,
was very exciting.

11. This type of rock, _____, is very rare in this part of the country.
12. Evan was busy working on his research paper, _____.
13. The tree _____ needs trimming.
14. Mr. Turner is the sort of person _____.
15. The test, _____, was easier than Michele expected it to be.

Adverb Clauses

4i. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

EXAMPLES **After I cleaned my room,** I went to the pool with friends. [The adverb clause *After I cleaned my room* modifies the verb *went*.]

I never go swimming **unless I have a buddy with me.** [The adverb clause *unless I have a buddy with me* modifies the verb *go*.]

EXERCISE A Underline the adverb clause in each of the following sentences.

Example 1. As soon as I get home, I change into more comfortable clothes.

1. As the rain stopped, a beautiful rainbow could be seen in the distance.
2. Will you lend me that book when you have finished it?
3. If you enjoy sports, you should come to my martial arts class.
4. Because the lead actor was ill, the understudy played the role.
5. The candidate shook hands until her fingers were numb.
6. Who is taking care of your cat while you're out of town?
7. Always proofread your work before you turn it in.
8. The dog looks silly when it chases its tail.
9. Whenever I get a lot of exercise, I sleep well at night.
10. Emily can run one hundred meters faster than her brother can.

EXERCISE B Write five sentences using the following word groups as adverb clauses.

Example 1. when it's raining When it's raining, we wait inside for the bus.

11. because the class was taking a test _____

12. until all the leaves have fallen _____

13. when the geese fly south _____

14. if Marshall will type the final draft _____

15. as soon as the airplane lands _____

Adjective and Adverb Clauses A

4h. An **adjective clause** is a subordinate clause that modifies a noun or pronoun.

4i. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

ADJECTIVE CLAUSE The game, **which went into overtime**, lasted three hours.

ADVERB CLAUSE Please mow the lawn **before you leave**.

EXERCISE For the following sentences, identify each underlined clause by writing above it *ADJ* for adjective clause or *ADV* for adverb clause.

Example 1. We will begin rehearsals as soon as you have learned your part. *ADV*

1. Claudia took almost two hundred pictures while she was on vacation.
2. The book that Jeff just finished reading is being made into a movie.
3. The person whom you need to see is not available right now.
4. As long as the team keeps winning, the coach will be in a good mood.
5. I'll meet you at the tennis courts after I finish fixing my bike.
6. Everyone watched in silence as the moon passed in front of the sun.
7. You can't earn extra credit until you've completed your regular assignments.
8. The movie, which was about twenty minutes too long, could have been more exciting.
9. Road crews are making repairs on Willow Street, where Jeremy lives.
10. If that tree does not recover soon, it will have to be cut down.
11. According to some people, when the sky is red in the evening, the weather will be nice the next day.
12. Sometimes, gum is easier to remove from clothing if the gum is hardened first with ice.
13. Racquetball is a fast, exciting game that can be played by two, three, or four people.
14. Because earthworms break down decaying matter and loosen soil, they can help plants grow.
15. Sherlock Holmes, who is probably the best-known fictional detective in the world, solved cases by observing the clues carefully.
16. Since we moved into this neighborhood, the power has gone out three times.
17. Sometimes, Daniel finishes his test faster than he should.
18. The fans were cheering as though they had just won the national championship.
19. With a cool, silent determination that seemed to be instinctive, the kitten stalked and pounced on the ball of yarn.
20. As the sun set, a feeling of peace came over the campers.

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Adjective and Adverb Clauses B

4h. An **adjective clause** is a subordinate clause that modifies a noun or pronoun.**4i.** An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.**ADJECTIVE CLAUSE** The man **who bought lunch for us** is my uncle.**ADVERB CLAUSE** Look on this shelf **before you call the library**.**EXERCISE A** For each of the following sentences, underline each adjective clause and adverb clause and label it *ADJ* for adjective clause or *ADV* for adverb clause.**Example 1.** The battle of the Alamo was important to the people fighting for Texas independence, ^{*ADV*} even though they lost.

1. The Alamo was originally a Roman Catholic mission that was called San Antonio de Valero.
2. When Texas declared itself independent from Mexico, General Santa Anna brought in the Mexican Army.
3. A small group, which included such famous men as James Bowie and Davy Crockett, defended the city of San Antonio.
4. Lieutenant Colonel William Barret Travis and his men retreated to the Alamo, which is in the center of San Antonio.
5. One hundred eighty-nine men held off the Mexican Army for thirteen days before General Santa Anna's army stormed the mission and killed all the men there.

EXERCISE B Write an appropriate adjective clause or adverb clause to complete each of the following sentences as indicated in parentheses.**Example 1.** When it started to rain, everyone at the picnic ran to the shelter.
(adverb clause)**6.** The principal, _____, introduced herself at the assembly.
(adjective clause)**7.** _____, they all enjoyed a good laugh. (adverb clause)**8.** The Washingtons spent a lot of time cleaning their house _____.
(adverb clause)**9.** Katrina just bought the new album by her favorite singer, _____.
(adjective clause)**10.** _____, the puppy curled up in its box for a nap. (adverb clause)

Simple and Compound Sentences

4j. A **simple sentence** has one independent clause and no subordinate clauses.

A simple sentence may have a compound subject or a compound verb or both.

EXAMPLES $\begin{matrix} S & V \\ \text{Jamyce} & \text{has} \end{matrix}$ no brothers or sisters.

$\begin{matrix} S & & S & V \\ \text{The tacos} & \text{and} & \text{burritos} & \text{are} \end{matrix}$ ready. [compound subject]

$\begin{matrix} S & V & & V \\ \text{Damon} & \text{auditioned} & \text{for the play} & \text{and} & \text{got} & \text{the lead role} \end{matrix}$. [compound verb]

4k. A **compound sentence** consists of two or more independent clauses, usually joined by a comma and a connecting word.

EXAMPLE I like hot-and-sour soup, **but** won-ton soup is my favorite.

EXERCISE A Decide whether each of the following sentences is simple or compound. On the line provided, write *S* for *simple* or *C* for *compound*.

Example *S* 1. Japan took control of the Marshall Islands during World War I.

_____ 1. The Marshall Islands consist of thirty-four small islands in the Pacific Ocean.

_____ 2. The area is called Micronesia, and the people are known as Micronesians.

_____ 3. Farming is vital to the economy, but many islanders work at a military base.

_____ 4. The Republic of the Marshall Islands and the United States signed an agreement.

_____ 5. The agreement allows for self-government, but the United States provides for defense.

EXERCISE B Combine each pair of simple sentences to create one compound sentence. Write your new sentence on the lines provided.

Example 1. I will draw the map. Ed will color it. *I will draw the map, and Ed will color it.*

6. Keeshawn worked on the puzzle for hours. He did not finish it. _____

7. My brother practices the drums every day. He is improving. _____

8. Frozen orange juice is good. I prefer fresh-squeezed. _____

9. Please proofread your essay. Then, turn it in. _____

10. Nari held the kitten. Kevin checked its paws for thorns. _____

Compound and Complex Sentences

4k. A **compound sentence** consists of two or more independent clauses, usually joined by a comma and a connecting word.

SENTENCE Daryl was reading the paper, and Jolene was writing a letter.

INDEPENDENT CLAUSE Daryl was reading the paper

INDEPENDENT CLAUSE Jolene was writing a letter

4l. A **complex sentence** contains one independent clause and at least one subordinate clause.

SENTENCE Yori raised his arms as he crossed the finish line.

INDEPENDENT CLAUSE Yori raised his arms

SUBORDINATE CLAUSE as he crossed the finish line

EXERCISE On the line provided, identify each of the following sentences as *compound* or *complex*.

Example compound 1. The sun twinkled on the new-fallen snow, and a light breeze was blowing.

- _____ 1. A megawatt is a unit of power that is equal to one million watts.
- _____ 2. Edgar Allan Poe's poem "The Raven" was scary, but his story "The Pit and the Pendulum" was downright terrifying.
- _____ 3. I think this singer, whose newest album is my favorite, deserves a Grammy Award.
- _____ 4. Now that I can use e-mail, I write to my cousins much more often.
- _____ 5. The sun was setting, so we had to end the game with a tie score.
- _____ 6. Whenever the tide goes out, an island reappears in the canal.
- _____ 7. Tommy plays bass, Karen plays drums, and Chris plays the keyboard in our new band.
- _____ 8. The main ship stayed in orbit around the distant planet, but the probe plunged toward the surface.
- _____ 9. Books on every conceivable subject surrounded and towered over Mario; he couldn't have been happier.
- _____ 10. We can't use that photograph because Maria blinked while it was taken.

Complex and Compound-Complex Sentences

4l. A **complex sentence** contains one independent clause and at least one subordinate clause.

COMPLEX SENTENCE Before I left for school, I re-read the letter that Grandpa had sent me.

4m. A sentence with two or more independent clauses and at least one subordinate clause is a **compound-complex sentence**.

COMPOUND-COMPLEX SENTENCE Hopes soared when Erica stepped to the plate, and the crowd cheered.

INDEPENDENT CLAUSE Hopes soared

INDEPENDENT CLAUSE the crowd cheered

SUBORDINATE CLAUSE when Erica stepped to the plate

EXERCISE Underline the independent clauses in the following sentences once and underline the subordinate clauses twice. Then, identify the sentence by writing *CX* for *complex sentence* or *CD-CX* for *compound-complex sentence* at the end of the sentence.

Example 1. Although he is often thought of as one of England's worst kings, King John signed one of the most important documents in the history of democracy. *CX*

1. Richard the Lion-Hearted and John, who were both sons of Henry II, lived interesting lives.
2. Richard was king for ten years, but he spent only about six months of his reign in England because he was fighting in the Crusades and with France.
3. While Richard was out of the country, John tried to take power.
4. The legendary Robin Hood was supposedly one of the men who fought to keep the crown from John.
5. After Richard died in 1199, John became king.
6. King John argued both with his barons, who thought he was too dictatorial, and with church leaders, and in 1209, Pope Innocent III excommunicated him.
7. After John made concessions to the church, he won back the support of the pope.
8. The barons still decided to rebel, after John could not regain lost territory.
9. If he wanted to remain king, John would have to give his barons certain rights and limit his own power, so he signed the Magna Carta in June 1215.
10. Eventually, the Magna Carta served as a model for countries that wanted to protect individual rights.

Identifying Kinds of Sentences

A **simple sentence** has one independent clause and no subordinate clauses.

EXAMPLE The fans waited outside for a glimpse of the singer.

A **compound sentence** has two or more independent clauses.

EXAMPLE The fans waited outside, and they got a glimpse of the singer.

A **complex sentence** has one independent clause and at least one subordinate clause.

EXAMPLE The fans waited outside because they wanted a glimpse of the singer.

A **compound-complex sentence** has two or more independent clauses and at least one subordinate clause.

EXAMPLE The concert was over, but the fans waited outside because they wanted a glimpse of the singer.

EXERCISE Underline each of the independent clauses in the following sentences once, and underline each of the subordinate clauses twice. Then, on the line provided, identify the sentence as *S* for *simple sentence*, *CD* for *compound sentence*, *CX* for *complex sentence*, or *CD-CX* for *compound-complex sentence*.

Example CD-CX 1. Just before the bell rings, Mr. Feldman assigns our homework, and we gather up our books.

- _____ 1. Lightning flashed, and thunder rumbled.
- _____ 2. After dinner, we played a game in the living room.
- _____ 3. The varsity team will play as soon as the junior varsity is finished.
- _____ 4. The noise from the ducks in the pond was soothing.
- _____ 5. Thirty laps is the most that I have ever swum.
- _____ 6. When Stephanie calls, tell her that I'll meet her in front of the movie theater.
- _____ 7. My sister was going to take me to dinner, but her car wouldn't start.
- _____ 8. Is that a new jacket, or did you borrow it from Chris?
- _____ 9. The movie that I want to see was at the video store, but I won't have time to watch it this weekend.
- _____ 10. Did the package that you were expecting arrive yesterday?

Review A: Phrases and Clauses

EXERCISE A In the following sentences, underline each prepositional phrase and draw an arrow to the word or words it modifies.

Example 1. At age ten, Cesar Chavez traveled with migrant farmers.

- As a child, Cesar Chavez lived near Yuma, Arizona.
- He lived with his parents, brothers, and sisters.
- In 1937, Cesar Chavez's family did not have enough money for the taxes on their farm.
- Those in this small Mexican American community were worried and frightened.
- In California there was work for farmworkers if they could go from one farm to another.
- That was the time when Cesar Chavez first lived among the migrant workers.
- Chavez became a spokesperson for poor farmworkers.
- In 1962, he established the National Farm Workers Association.
- He organized several boycotts of grapes and lettuce.
- Throughout his life, Chavez focused on nonviolent action.

EXERCISE B For each of the following sentences, identify the underlined clause by writing above it *IND* for independent clause or *SUB* for subordinate clause.

Example 1. ^{*SUB*} As the team ran onto the court, the band played the school fight song.

- When you pack the dishes, be sure to use enough padding.
- Some whales can hold their breath for up to two hours, but they still must come to the surface to breathe.
- The ball went through the hoop just as the buzzer sounded.
- The book that April was waiting for is available now.
- Mark Twain, which was a riverboat term meaning "two fathoms" (twelve feet), was the pen name of Samuel Clemens.
- If those plants aren't covered tonight, the frost may kill them.
- A bird picked the crocodile's teeth clean while the crocodile sat patiently with its mouth open.
- All of the receivers were covered, so the quarterback had to run with the ball.
- Because a storm was predicted, the fair was postponed.
- The play, which the students had rehearsed for six weeks, was a huge success.

Review B: Phrases and Clauses

EXERCISE A Underline the prepositional phrase in each of the following sentences. On the line provided, identify the phrase by writing *ADJ* for *adjective phrase* or *ADV* for *adverb phrase*.

Example ADV 1. Our town gets its drinking water from a nearby river.

- _____ 1. A professor from the university will be the next guest speaker.
- _____ 2. Just take a little off the top.
- _____ 3. A cat was napping on the car's hood.
- _____ 4. Where did Jared find the information about political cartoonists?
- _____ 5. Turn left at the next stop sign.
- _____ 6. Nick heard and then saw three helicopters fly over his house.
- _____ 7. The first of the band's five albums is Stacy's favorite.
- _____ 8. Who is the new president of the student council?
- _____ 9. One in five students will retake the test.
- _____ 10. After the party we all cleaned the house.

EXERCISE B Underline the subordinate clause in each of the following sentences. On the line provided, identify the clause by writing *ADJ* for *adjective clause* or *ADV* for *adverb clause*.

Example ADV 1. Even though the rain had stopped, the field was too muddy for the game to be played.

- _____ 11. The movie theater that is being built on this site should open in the fall.
- _____ 12. If Mother calls, please give her this message.
- _____ 13. Did you scream when the monster was finally shown?
- _____ 14. Algebra, which was already Cesar's favorite class, was getting even more interesting.
- _____ 15. Jerri set the ball to Teresa, who slammed it down for a point.
- _____ 16. This car is hard to start if the temperature is below freezing.
- _____ 17. The robin that nests in our backyard just laid its eggs.
- _____ 18. Wherever Maria goes, her new kitten wants to follow.
- _____ 19. Mr. Contreras has worked for the same company since the day that he graduated from college.
- _____ 20. Jeremy, whose reading of Lincoln's "Gettysburg Address" amazed us all, will represent the school at the state competition.

Review C: Sentences

EXERCISE A On the line provided, identify each of the following sentences as *S* for *simple* or *CD* for *compound*.

Example *S* 1. The children broke the piñata and lunged for the toys.

_____ 1. My arm is better, but it is still quite stiff.

_____ 2. Katya and her mother washed the windows and dusted the furniture.

_____ 3. In the future I will be more cautious on the soccer field.

_____ 4. The movie was starting, so we found our seats quickly.

_____ 5. Lori cleaned out the garage, and Stu rearranged the sports equipment.

EXERCISE B Combine each of the following word groups into the type of sentence indicated in parentheses. You may need to add words. Be sure to use correct capitalization and punctuation.

Example 1. the class was divided into groups / the groups were to make posters / the posters would illustrate life in the 1800s (complex sentence)

The class was divided into groups that were to make posters illustrating life in the 1800s.

6. Franklin was assigned to a group / Mario was assigned to the same group / Vince was assigned to the same group (simple sentence) _____

7. Franklin spent summers on a farm / Mario agreed to study nineteenth-century farm life / Vince agreed to study nineteenth-century farm life (compound sentence) _____

8. Mario looked in the history section / Vince looked in the history section / Franklin checked the reference books (complex sentence) _____

9. we found many descriptions / we found many drawings / we could not find many photographs (complex sentence) _____

10. Franklin collected the pictures / Mario pasted them in place / Vince wrote the captions (compound-complex sentence) _____

NAME _____

CLASS _____

DATE _____

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Literary Model: Description

Miyax pushed back the hood of her sealskin parka and looked at the Arctic sun. It was a yellow disc in a lime-green sky, the colors of six o'clock in the evening and the time when the wolves awoke. Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Arctic winter. Lying on her stomach, she looked across a vast lawn of grass and moss and focused her attention on the wolves she had come upon two sleeps ago.

—from *Julie of the Wolves* by Jean Craighead George

EXERCISE A List ten of the prepositional phrases in the above excerpt from *Julie of the Wolves*.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

EXERCISE B Underline the prepositional phrases in the paragraph; then, read the passage aloud, leaving out all the prepositional phrases. How is the paragraph different when you leave out the prepositional phrases? Is it as easy to picture the scene? Explain your answer.

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GRAMMAR | Language in Context: Literary Model

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

1. What kind of information did you include in your prepositional phrases?

-
-
-
-

Writing Application: Personal Narrative

Writers rely on adverb phrases and clauses to add details about *how*, *when*, *where*, *why*, *how often*, and *how long*.

CLAUSE **As soon as it began to snow**, children rushed from every house to dance among the drifting flakes.

Because they had not seen snow for months, the children could hardly wait to make a snowman.

PHRASE **For the next three nights**, a deep blanket of white hushed every street.
The icicle fell off the roof and landed on the ground **with a loud crash**.

WRITING ACTIVITY

For your English class, students are writing personal narratives about a time when they were able to help a friend or family member. You will write two paragraphs. In the first, recall when and why you had the chance to help. In the second, write about how helping someone else affected you and what you learned from the occasion. In both paragraphs, use adverb phrases and clauses to tell *how*, *when*, *where*, *why*, *how often*, and *how long*.

PREWRITING The first step in this exercise, of course, is to decide what to write about. You may recall right away a time when you helped someone else; otherwise, you will need to spend some quiet time thinking about a time when you helped. Once you have the occasion in mind, brainstorm to recall all the details that you can: Who was involved? What was the problem? How did you help out?

WRITING Because this personal narrative recalls an event, you can easily organize the paragraphs chronologically, telling the first action first and moving through time till you reach the last action. After you write your first draft, check it to be sure that you have not left out any important actions. Have you used adverb phrases and clauses to explain the *how*, *when*, *where*, *why*, *how often*, and *how long* of this event?

REVISING In a personal narrative, you can use first-person pronouns: *I*, *me*, *my*, *mine*, and *myself*. Although you should write complete sentences, you need not use very formal language. Think of this exercise as a chance to tell a story about yourself—on paper. Readers would like to hear your voice speaking in the words you write. Read your narrative to a friend and ask whether it sounds like you.

PUBLISHING Check your paragraphs for mistakes in spelling and punctuation. Then, follow your teacher's requirements for getting the narrative ready to turn in.

EXTENDING YOUR WRITING

This exercise could lead to a more extended writing project. Taking the two paragraphs you have written as an introduction, you could write a longer essay in which you think deeply about why helping others, not only ourselves, is good for us. What do we gain when we help others? What kind of society would we live in if we never helped others? For a speech class, you could prepare an inspiring speech on helping others.

Choices: Fishing for Complements

Here's your chance to step out of the grammar book and into the real world. You may not notice complements, but you and the people around you use them every day. The following activities challenge you to find a connection between complements and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

WRITING

Happiness Is . . .

What person, place, situation, event, or object makes you happy? Whoever or whatever it is, that's what happiness is to you. Identify the people or things you associate with happiness. Write sentences in which each functions as a predicate nominative.

GAME

Think Fast!

Got a beanbag? If your answer is yes, you could be in charge of this project. Make a list of twenty or more verbs that take direct objects. Be sure to include several verbs that can function as either action verbs or linking verbs, such as *sound*; these special verbs will cost your classmates points! Then, get your beanbag and arrange your classmates in a circle. Call out a verb, and throw the beanbag to the person of your choice. This person must complete your verb with a direct object. Then, he or she throws the beanbag to the next person. If somebody gives a predicate nominative or a predicate adjective, he or she is eliminated from the game. Have a prize (how about a beanbag?) for the winner!

TECHNOLOGY

Put Your Right Foot In

Do you remember the song called "The Hokey Pokey"? The lyrics of the song are full of direct objects. This song would be just the thing to help younger students understand direct objects. Create a slide show or animation (complete with soundtrack, of course) of this song and its lyrics. Your purpose is to teach direct objects, so be sure to identify them in some way. When you're done, show your creation to the class. Then, pass your work along to an elementary teacher.

DISCUSSION

I'd Like to Give the World . . . ?

Would you like to give the world a song? Perhaps you have something else in mind. What is it? Lead a discussion of what you and your classmates would like to contribute to the world. On the chalkboard, write the sentence, "I'd like to give the world. . . ." Then, add each gift to complete the sentence. When you're done, you'll have one long sentence with one indirect object and a giant, compound direct object.

WRITING

I Am the Wind

You are a lot more than meets the eye. What places, things, ideas, or animals do you identify with? Write an "I Am" poem in which you use predicate nominatives to name these things.

DRAMA

One of Each

Write a dialogue for four people in which each character uses only one type of complement. For instance, every sentence that one character speaks will include a predicate adjective, another character will include a direct object in each of his or her sentences, and so on. Perform your dialogue for the class.

LINGUISTICS

The Object of the Game

Wait until you see the number of meanings for *object* in the dictionary! Check them out for yourself. Then, make a chart of the meanings. Include a sentence for each meaning. Your chart could be simply geometrical, or your chart could be more pictorial, such as a tree or an octopus, with each branch or arm representing a meaning. Pass out copies of your chart or make a poster so that everyone can get a good look at it.

Complements

5a. A **complement** is a word or word group that completes the meaning of a verb.

EXAMPLES Mr. Fernandez planted **tulips**. [*Tulips* completes the meaning of the verb *planted*.]
 Uncle Terrell brought **us** some fresh **fruit**. [*Us* and *fruit* complete the meaning of the verb *brought*.]
 Shanda will be the **captain**. [*Captain* completes the meaning of the verb *will be*.]
 The night air felt **cold** to Gerald. [*Cold* completes the meaning of the verb *felt*.]

An adverb cannot be a complement. A complement is also not part of a prepositional phrase.

EXAMPLES Bobby Jo plays **well**. [adverb]
 She is employed by the **hospital**. [object of a preposition]

EXERCISE For each sentence in the following paragraph, underline the complement or complements of the verbs.

Example [1] Tien's family gave him a big party for his twelfth birthday.

[1] Many of Tien's friends brought him birthday presents. [2] Tien's favorite present was a surprise from his father. [3] Tien's father gave him a new violin. [4] Tien's sister was already a talented violinist. [5] She could offer lessons. [6] She bought Tien a shoulder rest. [7] A shoulder rest supports the violin. [8] Tien's sister showed him the correct posture. [9] Tien held the bow correctly. [10] Tien's best friend brought him some rosin for the bowstrings. [11] Tien's sister was patient with him. [12] Tien learned the name of each string. [13] Tien practiced every morning and grew confident. [14] Scales were not difficult for him. [15] Soon he could play a simple melody. [16] Classical music sounded beautiful to Tien. [17] A neighbor became Tien's violin teacher. [18] The teacher and Tien played duets. [19] The teacher taught Tien his part in each duet. [20] One day Tien will become an accomplished violinist.

Direct Objects

- 5b.** A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb.

A direct object answers the question *Whom?* or *What?* after a transitive verb.

EXAMPLES I like little **kittens**. [I like *what?* *kittens*]

He helped **me** with the drawing. [He helped *whom?* *me*]

A direct object may be a compound of two or more objects.

EXAMPLE They made **soup** and **sandwiches**.

A direct object cannot follow a linking verb because a linking verb does not express action.

EXAMPLE She is a great doctor. [The linking verb *is* does not express action. Therefore, *doctor* is not a direct object.]

EXERCISE A Underline the direct objects in the following sentences. Remember that a direct object may be compound. If a sentence does not contain a direct object, write *none* above the sentence.

Example 1. Have you ever used oils or pastels in art class?

1. In her free time Rosalinda studies art.
2. Many artists prefer certain colors.
3. They repeat them in their paintings.
4. Van Gogh often used yellows in his paintings.
5. He painted many portraits and landscapes.
6. Van Gogh's collection of Japanese prints influenced his work.
7. Many people admire Thomas Gainsborough's paintings.
8. Blue was one of his favorite colors.
9. He used the word in the title of one of his paintings.
10. The title is *The Blue Boy*.

EXERCISE B Underline each direct object in the following paragraph. Remember that a direct object may be compound. Not every sentence contains a direct object.

Example [1] Roberto read a book about Piet Mondrian.

[11] Piet Mondrian was a famous Dutch artist. [12] Throughout his career Mondrian refined his geometric style. [13] He used black lines and white backgrounds in many of his paintings. [14] The lines formed rectangles or grids of various sizes. [15] Mondrian's work influenced modern architecture and graphic design.

Indirect Objects

5c. An **indirect object** is a noun, pronoun, or word group that usually comes between the verb and the direct object. An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

EXAMPLES I sent **Carmen** a letter. [*To whom* did I send a letter? *Carmen*]
Luis bought **Ted** a birthday gift. [*For whom* did Luis buy a gift? *Ted*]

An indirect object may be compound.

EXAMPLE Mom gave **Kim** and **me** a ride to school.

EXERCISE A Each of the following sentences contains both a direct object and an indirect object. Underline each direct object once and each indirect object twice. Remember that direct objects and indirect objects can be compound.

Example 1. Aunt Rosa made me some delicious tamales.

- Mr. Franklin will give Carmelita his old baseball glove.
- Tomás showed his aunts and uncles his pictures.
- The manager gave his employees an extra day of vacation.
- Mrs. Williams left the waiter a tip.
- Amherst College sent my brother an application form.
- Did Tamisha offer you some rice?
- The director handed them their scripts for the play.
- For Mother's Day I bought Mom a pair of earrings.
- Coach Brooks has taught us the drill.
- Mr. Liu sent Daryl and Mishi a CD of jazz music.

EXERCISE B For each of the following sentences, write *DO* above the underlined word if the word is a direct object or *IO* if it is an indirect object. If the word is neither a direct object nor an indirect object, write *N*.

Example 1. The museum guide showed our ^{*IO*}group some Indian pottery.

- The principal introduced our guest at the assembly.
- I quickly handed the tray to Alicia.
- The worker fed the penguins some fish.
- Did Rita lend Jonah a pencil?
- The kindergarten teacher assigned each child a partner.

Direct Objects and Indirect Objects A

- 5b.** A **direct object** is a noun, pronoun, or word group that tells *who* or *what* receives the action of the verb.
- 5c.** An **indirect object** is a noun, pronoun, or word group that usually comes between the verb and the direct object. An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

If a sentence has an indirect object, it must also have a direct object.

EXAMPLE Shelter workers bought the **animals** more **food**. [The direct object is *food*. The indirect object is *animals*.]

EXERCISE In the following sentences, underline each direct object once and each indirect object twice. Remember that both direct and indirect objects may be compound.

Example 1. The worker brought the giraffes and elephants some food.

1. Please don't feed the birds popcorn.
2. We gave the visitors a map of the wildlife park.
3. The park workers sent us information about the animals.
4. The director mailed my family a membership packet.
5. We sent her our application.
6. They offered free train rides for children.
7. A store clerk gave my sister and me some postcards.
8. My sister mailed a postcard to our grandmother.
9. I made my aunts and uncles gifts.
10. The dolphin trainer showed us some training methods.
11. My mother lent me her camera.
12. The clerk sold my mother some film.
13. Will you hand me the camera, please?
14. Please teach my brother and me the proper feeding techniques.
15. May I give the geese and swans food pellets?
16. The jaguar showed us its teeth.
17. The park worker offered the monkeys fruits and vegetables.
18. Will the toucan build her young a nest?
19. Our trip to the wildlife park gave me an idea for a school project.
20. My report will give the class information about endangered species.

for CHAPTER 5: COMPLEMENTS pages 107–10

Direct Objects and Indirect Objects B

- 5b.** A **direct object** is a noun, pronoun, or word group that tells *who* or *what* receives the action of the verb.
- 5c.** An **indirect object** is a noun, pronoun, or word group that usually comes between the verb and the direct object. An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

If a sentence has an indirect object, it must also have a direct object.

EXAMPLE Please send the **newspaper** several **copies** of our flier. [The direct object is *copies*. The indirect object is *newspaper*.]

EXERCISE In each of the following sentences, identify the underlined word by writing above it *DO* for *direct object* or *IO* for *indirect object*.

Example 1. The composer wrote her ^{*IO*} daughter a new song.

- The pianist practices the commonly used scales daily.
- She can play numerous songs from memory.
- A professional tunes her piano every month.
- The piano tuner shows the pianist the hammers and strings inside the piano.
- The pianist cleans the keys with a soft cloth.
- She takes lessons once a week.
- Her teacher gives her advice.
- He also shows her proper technique.
- The pianist writes down ideas for new songs.
- She sends her teacher the new compositions.
- Her teacher studies the music closely.
- Sometimes he offers her suggestions for improvement.
- The pianist might make some changes to the music.
- She makes each decision thoughtfully.
- Some of her compositions express sadness, but others are joyful.
- She gives each piece her full attention.
- The pianist records each new composition on tape.
- In addition, she writes every note on special paper.
- She offers other pianists copies of the music.
- Her hard work brings her great satisfaction.

Subject Complements

- 5d.** A **subject complement** is a word or word group that is in the predicate and that identifies or describes the subject.

A linking verb connects a subject complement to the subject.

EXAMPLES Ms. Echohawk is a dedicated **teacher**. [The subject complement *teacher* identifies the subject *Ms. Echohawk*. The linking verb *is* connects *Ms. Echohawk* and *teacher*.]
The neighborhood seems **peaceful** late at night. [The subject complement *peaceful* describes the subject *neighborhood*. The linking verb *seems* connects *neighborhood* and *peaceful*.]

EXERCISE A Underline the subject complement in each of the following sentences.

Example 1. Running long distances at a fast pace seems difficult.

1. Many types of athletes must become fast runners.
2. Interval training is a method of improving a runner's speed.
3. Intervals are short distances.
4. The athletes grow weary, but they must run the intervals as fast as possible.
5. A track is a good place to practice intervals.
6. Distance markers are usually visible on the track.
7. Although fairly short, the distance can seem quite lengthy to a beginner.
8. To new runners, interval training looks difficult.
9. The training sessions are intense.
10. However, most runners who use this method become faster.

EXERCISE B In each of the following sentences, underline the linking verb once. Then, underline the subject complement twice.

Example 1. The view from that tower will be beautiful.

11. Your younger sister looks sleepy today.
12. She is the captain of her soccer team.
13. Was she very busy this weekend?
14. Her team seemed invincible on the field.
15. They became the champions of the league.

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Predicate Nominatives

5e. A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

A predicate nominative may be a noun, a pronoun, or a word group that functions as a noun.

A predicate nominative is connected to the subject by a linking verb.

EXAMPLES Yesterday was the first **day** of spring. [The noun *day* is a predicate nominative following the linking verb *was*. *Day* identifies the subject *Yesterday*.]

Will the winner be **she**? [The pronoun *she* is a predicate nominative completing the meaning of the linking verb *Will be*. *She* identifies the subject *winner*.]

EXERCISE A Underline the linking verb in each of the following sentences. Then, underline the predicate nominative twice. Remember that a predicate nominative may be compound.

Example 1. Was the speaker Toni Morrison or Amy Tan?

1. The elm is a large tree.
2. Alaska became a state in 1959.
3. Stamp collecting was my grandmother's hobby.
4. The highest scorers in the game were Lucy and she.
5. *The Incredible Journey* is my favorite book.
6. Latoya became a skilled gardener in no time.
7. Is your cousin a mechanic?
8. The two goalies this season are Juwan and he.
9. My hamster is the one in the exercise wheel.
10. Is he your friend?

EXERCISE B For each of the following sentences, identify the underlined word by writing above it *PN* if the word is a predicate nominative or *DO* if the word is a direct object. If the word is neither a direct object nor a predicate nominative, write *N*.

Example 1. The best sprinters are ^{*PN*} Yoko and she.

11. Today we watched a movie in school.
12. Your wet clothes are in the dryer.
13. Pablo Picasso became a great artist.
14. Long-distance running requires much training.
15. Ms. Johnson remains our choice for mayor.

Predicate Adjectives

5f. A **predicate adjective** is an adjective that is in the predicate and that describes the subject.

EXAMPLES The rabbit's fur feels **soft**. [The adjective *soft* describes the subject *fur*.]
 The river was **wide** and **deep** there. [The adjectives *wide* and *deep* describe the subject *river*.]

EXERCISE A Underline the linking verb in each of the following sentences. Then, underline the predicate adjective twice. Remember that a predicate adjective may be compound.

Example 1. The baby seems sleepy today.

1. Is the music too loud?
2. The director seemed content with our performance.
3. We felt proud and happy after the game.
4. The corn from your garden was delicious.
5. Suddenly the sky became cloudy.
6. That game is too difficult for a young child.
7. Was Vanessa happy with her test scores?
8. At first the puppy seemed healthy and energetic.
9. The seafood gumbo tastes spicy to me.
10. That Navajo blanket is beautiful!

EXERCISE B For each of the following sentences, identify the underlined word by writing above it *PA* if the word is a predicate adjective or *PN* if the word is a predicate nominative.

Example 1. Many of Lane's ancestors were ^{PA}Norwegian.

11. Norway is a country in northern Europe.
12. The country is long and narrow and is shaped almost like a spoon.
13. Northern Norway is quite remote.
14. In the summer, the night sky is sunny.
15. The sun stays bright all night long.
16. Then, in the winter, the daytime skies are dark.
17. Dairy products and fish are the leading products of Norway.
18. Lumber and oil are important, too.
19. Norway's seacoast is very rocky.
20. The water in the Norwegian Sea is cold.

Predicate Nominatives and Predicate Adjectives A

Predicate nominatives and predicate adjectives are the two kinds of subject complements. Both are connected to the subject by a linking verb. A *predicate nominative* identifies the subject. A *predicate adjective* describes the subject.

PREDICATE NOMINATIVE Richard Wright became a great **writer**.

PREDICATE ADJECTIVE I have grown **tired** of skating.

EXERCISE For each of the following sentences, identify the underlined word by writing above it *PA* if the word is a predicate adjective or *PN* if the word is a predicate nominative.

Example 1. My new hobby is ^{*PA*} fun and exciting.

1. In-line skating can be strenuous.
2. For many people, skating seems difficult.
3. Newly purchased skates should be comfortable.
4. In-line skating is a fun exercise for many people.
5. Skate rental fees are not very expensive.
6. A person who practices can become a good skater.
7. Skaters who grow tired might fall more often.
8. Therefore, practice sessions should remain short.
9. Indoor rinks are safe places to practice.
10. Skating on the street can be dangerous.
11. An experienced skater might be a good teacher.
12. Balance is very important in skating.
13. Practicing drills helps skaters feel more confident.
14. Some drills may look almost impossible, especially to beginners.
15. Squatting is one method of braking.
16. Braking quickly is a skill that requires practice.
17. Skaters feel more confident as they gain more control.
18. Some drills help skaters remain balanced.
19. Well-drilled people often become fast skaters.
20. A helmet is essential safety equipment.

Predicate Nominatives and Predicate Adjectives B

Predicate nominatives and predicate adjectives are the two kinds of subject complements. Both are connected to the subject by a linking verb. A **predicate nominative** identifies the subject. A **predicate adjective** describes the subject.

PREDICATE NOMINATIVE Garrett is my best **friend**.

PREDICATE ADJECTIVE She felt **confident** about the test.

EXERCISE A In each sentence in the following paragraph, underline the subject complement.

Example [1] The children looked nervous this morning.

[1] Miguel and his sister, Angelina, visited their aunt's farm in a neighborhood that was quite friendly. [2] Only the small cottage at the edge of the property was empty. [3] The cottage seemed different because no one had lived in it for eight years. [4] The neighborhood children were afraid of the cottage. [5] Some people said it was spooky. [6] Many children had heard noises that sounded eerie. [7] One day Miguel and Angelina became curious and decided to investigate the cottage. [8] The old door seemed heavy as they slowly opened it. [9] The old kitchen smelled musty. [10] Suddenly, they heard a clicking noise that sounded odd. [11] The children remained still and listened. [12] They felt anxious, but they walked toward the noise. [13] The rooms were very dark. [14] Angelina heard a noise that sounded loud. [15] The children walked past the old, damp sofa, which smelled moldy. [16] When they saw the source of the noise, they were no longer afraid. [17] In the middle of a pile of shells sat a large gray squirrel who appeared quite upset. [18] The squirrel was the source of the noise. [19] The clicking noise no longer seemed so mysterious. [20] The story of the "ghost" squirrel is still funny to them.

EXERCISE B Complete each of the following sentences by writing a predicate adjective or a predicate nominative on the lines provided. Be sure to include any other words that are necessary for your sentence to make sense.

Example 1. My mother is an architect.

21. Fatima seems especially _____ today.
22. A brisk walk can be _____.
23. We are still _____ even though we argue sometimes.
24. In a short time, the cocoon will become _____.
25. I think the piano sounds _____.

Review A: Complements

EXERCISE A In each of the following sentences, identify the underlined word by writing above it *DO* if the word is a direct object or *IO* if it is an indirect object. If a word is neither a direct object nor an indirect object, write *N*.

Example 1. Did Lien give you that ^{*DO*} magazine?

1. Eartha brought oranges and water to the soccer game.
2. We bought Dad a book about the Civil War.
3. Has Rachel mailed the invitations to her friends?
4. You owe Ray and me an apology.
5. Mr. Rodriguez taught us some magic tricks.
6. Will the quarterback ever throw Julio the ball?
7. We pulled the little children on the sled.
8. The dentist cleaned my teeth.
9. Joyce showed Tanya and Peg her new dress.
10. Parvis paid the clerk ten dollars.

EXERCISE B In each of the following sentences, identify the underlined word by writing above it *PN* if the word is a predicate nominative or *PA* if the word is a predicate adjective. If a word is neither a predicate nominative nor a predicate adjective, write *N*.

Example 1. My dog has always remained ^{*PA*} faithful to me.

11. Captain William Kidd became a pirate.
12. This fresh milk tastes cold and creamy.
13. Will this poodle be a loyal pet?
14. Dad makes delicious blueberry muffins.
15. The small village looked peaceful in the moonlight.
16. That evergreen tree has long, sharp needles.
17. Wasn't Thomas Edison a talented inventor?
18. We were tired and hungry after raking the leaves.
19. Ada May became the president of our club.
20. The two leading agricultural products in our region are corn and wheat.

Review B: Complements

EXERCISE A Identify the underlined complement in each sentence by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. Mr. Levine gave ^{*IO*} Antonio and me a hint.

- The kitchen felt warm and cozy.
- My aunt bought Ricardo and me two tickets to a play.
- Two popular sports in the United States are football and baseball.
- Collecting coins has been my hobby for several years.
- Will you give me a ride to the stadium?
- The workers have painted the fence and the barn.
- The first two speakers were Harold and she.
- Karen has passed the sandwiches to Earl.
- Grandma has told us many stories about the history of our family.
- My new sweater has pink and green stripes.

EXERCISE B Underline the complement or complements in each of the following sentences. Then, identify each complement by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. Denzel Washington is the ^{*PN*} director and ^{*PN*} star of that film.

- The elephant is a very large animal, but the giraffe is the tallest animal of all.
- Yesterday I gave the dog and her puppy new rubber toys.
- The pizza has too much sauce and seems too hot to me.
- Nicolas Cage is a popular actor.
- Maisie has sent my sister and me many cards and letters.
- The performer will end the show with a beautiful song.
- The audience became silent when the conductor raised her arms above her head.
- The students in my class seemed happy with their test scores.
- Roberto's pet rabbit is white and brown.
- I am the captain of the baseball team and the co-captain of the basketball team.

Review C: Complements

EXERCISE A Identify the underlined complement in each sentence by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. Does the soup taste too ^{*PA*} salty to you?

- Two large cities in Pennsylvania are Philadelphia and Pittsburgh.
- My uncle has taken his car to a garage for repairs.
- The workers will give the town hall a fresh coat of paint.
- The family threw my cousin a surprise birthday party.
- The apple looked ripe and juicy.
- Doesn't Bernice seem cheerful today?
- Gina gave the cat a saucer of milk.
- Please put your dirty clothes in the washing machine.
- I had a ham sandwich and a glass of milk for lunch.
- Diego showed Kimberly and me his stamp collection.

EXERCISE B Underline the complement or complements in each of the following sentences. Then, identify each complement by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. Has Mr. Hughes assigned the ^{*IO*} students their ^{*DO*} parts for the play yet?

- Danny Glover had the lead role in the movie.
- Is today really your birthday?
- Will our class visit the science museum or the natural history museum this year?
- Michael has brought Tyrone and me our books and homework assignments.
- Irving Berlin is the composer of many beautiful songs.
- We should have left our coats and hats in the front hall.
- Claude McKay was an important poet and novelist.
- Mr. and Mrs. Sanchez gave each child a book and a bookmark.
- The soil in the flowerpot seemed very dry.
- The steamed vegetables look attractive and taste fresh and flavorful today.

Literary Model: Biography

Abraham Lincoln wasn't the sort of man who could lose himself in a crowd. After all, he stood six feet four inches tall, and to top it off, he wore a high silk hat.

His height was mostly in his long, bony legs. When he sat in a chair, he seemed no taller than anyone else. It was only when he stood up that he towered above other men.

At first glance most people thought he was homely. Lincoln thought so too, referring once to his "poor, lean, lank face." As a young man he was sensitive about his gawky looks, but in time he learned to laugh at himself. . . .

Today it's hard to imagine Lincoln as he really was. And he never cared to reveal much about himself. In company he was witty and talkative, but he rarely betrayed his inner feelings. . . .

Lincoln struggled hard to rise above his log-cabin origins, and he was proud of his achievements. By the time he ran for president he was a wealthy man, earning a large income from his law practice and his many investments. . . .

He was certainly . . . famous for his rollicking stories. But he was also moody and melancholy, tormented by long and frequent bouts of depression.

—from "The Mysterious Mr. Lincoln" by Russell Freedman

EXERCISE A Which of the underlined words in the above passage are predicate nominatives and which are predicate adjectives?

Predicate Nominatives

Predicate Adjectives

EXERCISE B Why is an author likely to use several predicate nominatives and predicate adjectives when writing about a person?

for **CHAPTER 5: COMPLEMENTS** *pages 112–115*

Writing Application: Personal History

Subject complements complete a sentence's meaning any time you use a linking verb. Without the complement, the sentence leaves readers guessing what the writer meant.

INCOMPLETE The rain felt as it slipped inside the collar of my parka.

COMPLETE The rain felt icy as it slipped inside the collar of my parka.

Readers of the first sentence may wonder how rain can feel anything! Of course, it's not the rain that is feeling—it's the person wearing the parka.

WRITING ACTIVITY

In your history class, you are talking about personal histories, or "family trees." Your teacher has asked you to choose a relative older than you—a grandparent, great-grandparent, great-uncle or great-aunt—to research. Before you come to class, you will ask other family members what they remember or know about this person. You can also talk to the person if he or she is still living. Bring the information to class to write a paragraph about your personal history. Use linking verbs and subject complements to describe this relative.

PREWRITING Ask people in your family about the relative you have chosen. When was this person born? What was this person like? Where did he or she live, work, and play? Write down as many details as you can; then you can choose the most interesting facts from your collection.

WRITING Just listing interesting facts about a person does not make a well-organized paragraph. Now that you know which facts you want to include, sketch out several possible plans. You might want to start with the person's birth and work forward. You could take the opposite and unusual course, starting with the latest events in the person's life and working backward! You could even start in the present and write flashbacks to the past. Sketch out several patterns, and decide which one you like best.

REVISING When you jotted down information during the prewriting stage of this exercise, you probably wrote quickly in fragments and even single words. Now that you are revising your latest draft, be sure that every sentence is complete and that every linking verb has a descriptive subject complement.

PUBLISHING Check your paragraph for mistakes in grammar, usage, spelling, and punctuation. With your teacher's permission, take turns in class reading your family tree paragraphs. If possible, bring a picture of the relative you wrote about with you.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. In the same way that you learned about one relative, find out more about other older members of your family. Write a short paragraph for each; then, assemble your paragraphs with photographs in a book about your family. Not only will this book be special to your family, but you could also enter it in photo-essay competitions, which many schools and fairs hold yearly.

NAME _____

CLASS _____

DATE _____

for **CHAPTER 6: AGREEMENT** **pages 124–40**

Choices: Exploring Agreement

Here's your chance to step out of the grammar book and into the real world. You may not notice agreement, but you and the people around you use it every day. The following activities challenge you to find a connection between agreement and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

DISCUSSION

Indigestion

Some foods just don't go together. Lead a discussion of foods that don't necessarily agree with each other (or with you!). For starters, consider the effects of chilies and strawberries together. Then, ask the class what might be the effects of subjects and verbs that don't agree with each other.

ETYMOLOGY

Antipasto, Anyone?

You've been reading about antecedents, but what does the word really mean? Find out about the prefix *ante-*. What does it mean? What's the difference between *ante-* and *anti-*? What are five other words that use the prefix *ante-*? What are the meanings of these words? Prepare a handout or poster featuring this information.

GAME

Scissors Cut Paper

One way to remember that words like *scissors* are plural is to recall the old game Rock, Paper, Scissors. If you know this game, teach it to the class. Then, everyone can just remember that "scissors cut (not cuts) paper." Think of at least three other common agreement problems, and invent games or sayings that will help your classmates remember the rules.

DISCUSSION

Square Pegs

Grammar isn't the only discipline that demands that elements match. Sometimes, instead of being said to *agree*, these elements are said to be compatible. For instance, in computer science, a program must be compatible with an operating system in order to work. What other systems demand that their components match? Lead a discussion of these points.

BUILDING BACKGROUND KNOWLEDGE

The Three Bears

Hearing titles that seem to be plural paired with singular pronouns can sound strange at first. However, the more you hear them, the faster you'll get used to them. Brainstorm a list of at least ten book, story, and poetry titles that are plural in form. You might want to check the indexes of some literature books and a few best-seller lists or ask your friends and classmates for some of their favorites. Pass out copies of your list to your classmates. Then, lead the class in writing sentences that use pronouns to refer to each of these titles.

MUSIC

Song and Dance

Break out the tap shoes, your hat, and your cane. It's time for a trip down memory lane. You'll need a song. You can use existing music or make up a tune, but you'll need to write new lyrics. Your lyrics should be about the agreement issues in this chapter. Make them easy to remember. Then, with your teacher's permission, perform your song and dance for the class.

TECHNOLOGY

Acid Test

Can a computer grammar checker really catch those pesky subject-verb agreement errors and pronoun-antecedent agreement errors? Before you rely on one of these programs, find out if it can do the job. Write a paragraph or two that include a number of such errors, or simply type in an exercise or two from this chapter. Then, run the grammar checker. Did it catch every error? Did it identify errors that aren't really errors? Score the program, and give it a grade. Then, present your data to the class. Point out which errors were corrected and which were missed.

Number

- 6a.** Words that refer to one person, place, thing, or idea are generally **singular** in number. Words that refer to more than one person, place, thing, or idea are generally **plural** in number.

SINGULAR	lake	he	puppy	wife	bench
PLURAL	lakes	they	puppies	wives	benches

EXERCISE A On the line before each word, write *S* if the word is singular or *P* if it is plural.

Example *S* 1. reality

- | | |
|-------------------|------------------------|
| _____ 1. flowers | _____ 11. planet |
| _____ 2. storm | _____ 12. windows |
| _____ 3. clocks | _____ 13. children |
| _____ 4. we | _____ 14. country |
| _____ 5. valley | _____ 15. it |
| _____ 6. geese | _____ 16. idea |
| _____ 7. taxes | _____ 17. strawberries |
| _____ 8. people | _____ 18. doctor |
| _____ 9. diaries | _____ 19. freedom |
| _____ 10. England | _____ 20. I |

EXERCISE B On the line provided, write a singular word or a plural word to complete each word group correctly. Use the italicized words as hints.

Example 1. a few _____ *coins*

- | | |
|----------------------------|-----------------------------|
| 21. a big _____ | 31. several important _____ |
| 22. four exciting _____ | 32. one rare _____ |
| 23. many interesting _____ | 33. some different _____ |
| 24. one green _____ | 34. three more _____ |
| 25. a few tiny _____ | 35. a bunch of _____ |
| 26. an excellent _____ | 36. a single _____ |
| 27. those wonderful _____ | 37. too many _____ |
| 28. twenty old _____ | 38. fewer than ten _____ |
| 29. another lucky _____ | 39. millions of _____ |
| 30. a funny _____ | 40. just one _____ |

Subject and Verb Agreement A

6b. A verb should agree in number with its subject.

(1) Singular subjects take singular verbs.

EXAMPLE She **plays** softball every weekend.

(2) Plural subjects take plural verbs.

EXAMPLE They **play** softball once a month.

If a sentence has a verb phrase, the first helping verb in the phrase agrees with the subject.

EXAMPLES Sophie **has** been practicing every day.

The **runners have** been practicing all week.

EXERCISE A In each of the following sentences, the verb agrees with its subject. On the line before each sentence, write *S* if the subject and verb are singular or *P* if the subject and verb are plural.

Example *S* 1. Dad is cooking dinner.

_____ 1. The door slams.

_____ 6. The radios are too loud.

_____ 2. He has been painting the fence.

_____ 7. Dr. Rodriguez is writing a letter.

_____ 3. Our forests need rain.

_____ 8. The dogs were barking.

_____ 4. Belize is a small country.

_____ 9. The twins are swimming.

_____ 5. My uncles bowl on Wednesdays.

_____ 10. Earl has been practicing.

EXERCISE B Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example 1. Justine (plays, play) the clarinet in the school band.

11. The clarinet (*is*, *are*) a musical instrument.

12. Most clarinets (*is*, *are*) made of wood.

13. A clarinet (*has*, *have*) a long, hollow tube and a bell-shaped opening.

14. The mouthpiece (*is*, *are*) located at the other end of the tube.

15. A flat reed (*fits*, *fit*) into the back of the mouthpiece.

16. These reeds (*comes*, *come*) from cane plants.

17. The clarinet player (*blows*, *blow*) air into the mouthpiece.

18. The air (*makes*, *make*) the reed vibrate.

19. The vibrations (*creates*, *create*) sound.

20. A player (*controls*, *control*) the sound with keys on the clarinet's tube.

Subject and Verb Agreement B

6b. A verb should agree in number with its subject.

(1) Singular subjects take singular verbs.

EXAMPLE He **rides** his bicycle in the park.

(2) Plural subjects take plural verbs.

EXAMPLE We **collect** newspapers for the paper drive.

If a sentence has a verb phrase, the first helping verb in the phrase agrees with the subject.

EXAMPLES Janet **has** played clarinet for three years.

The **ducks are** flying south.

EXERCISE A Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example [1] Maria (loves, love) her new bicycle.

[1] Maria (*rides*, *ride*) her bicycle almost every day. [2] She (*knows*, *know*) how to take care of her bike. [3] Maria (*oils*, *oil*) the chain whenever it gets wet. [4] She (*pumps*, *pump*) up the tires once a week. [5] Sometimes the brakes (*wears*, *wear*) down. [6] Her cousins (*knows*, *know*) how to adjust the brakes. [7] Maria (*has*, *have*) a new helmet, too. [8] At night, she (*uses*, *use*) a headlight. [9] Reflectors (*makes*, *make*) her more visible to motorists. [10] Maria (*enjoys*, *enjoy*) riding her bicycle safely.

EXERCISE B Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example 1. Camping (is, are) a fun family event.

11. Many campers (*carries*, *carry*) a tent.
12. The tent (*keeps*, *keep*) the campers dry when it rains.
13. It also (*protects*, *protect*) them from insects.
14. Campers (*uses*, *use*) poles to hold up the tent.
15. The poles (*supports*, *support*) the tent and give it its shape.
16. Stakes (*helps*, *help*) anchor the tent during strong winds.
17. Tents (*is*, *are*) often made of nylon.
18. Nylon (*is*, *are*) a light material.
19. A rubber coating (*makes*, *make*) the tent waterproof.
20. Campers (*wants*, *want*) to stay dry and comfortable.

Phrases Between Subject and Verb

6c. The number of a subject is not changed by a phrase following the subject.

EXAMPLES Our **hike** in the mountains **was** fun.
 The **hands** on my watch **glow** in the dark.
 The **tomatoes** from your garden **are** delicious.

EXERCISE A Underline the subject in each of the following sentences. Then, underline the form of the verb in parentheses that agrees with the subject.

Example 1. A box of old photographs (was, were) found in the attic.

1. The sneakers in the closet (*belongs*, *belong*) to me.
2. A fan in the bleachers (*was*, *were*) waving a large banner.
3. A pile of dirty dishes (*is*, *are*) in the sink.
4. Many paintings by Vincent van Gogh (*hangs*, *hang*) in the art museum.
5. The teacher of my science class (*was*, *were*) writing a book.
6. Many houses in my neighborhood (*has*, *have*) wooden porches.
7. The capital of the United States (*is*, *are*) Washington, D.C.
8. The author of these short stories (*has*, *have*) written a play, too.
9. The players on our team (*works*, *work*) hard.
10. Five students in my school (*plays*, *play*) in a band.

EXERCISE B The following paragraph contains errors in agreement of subject and verb. Correct each error by crossing out the incorrect verb form and writing the correct form above it. If a verb is already correct, write C above it.

Example [1] The history of the Irish people ^{includes} ~~include~~ many hardships and struggles.

[11] A popular name for Ireland is “the Emerald Isle.” [12] The green rolling hills and pastures of Ireland was the source of this name. [13] Many farmers in Ireland raises cattle, horses, and sheep. [14] Other farm products from the Emerald Isle include dairy products, wheat, and potatoes. [15] Shallow waters along Ireland’s coastline gives the country a rich supply of fish, too.

for **CHAPTER 6: AGREEMENT** pages 129–30

Agreement with Indefinite Pronouns A

- 6d.** The following indefinite pronouns are singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*.
- 6e.** The following indefinite pronouns are plural: *both, few, many, several*.
- 6f.** The indefinite pronouns *all, any, more, most, none, and some* may be either singular or plural, depending on their meaning in a sentence.

EXERCISE Each of the following sentences has an indefinite pronoun as a subject. On the line before each sentence, write *S* if the indefinite pronoun is singular or *P* if it is plural. Then, underline the correct form of the verb in parentheses.

Example *P* 1. Some of the pages (*is, are*) torn.

- _____ 1. Each of these apples (*is, are*) ripe.
- _____ 2. During the play, someone (*was, were*) whispering.
- _____ 3. All of the actors (*knows, know*) their lines.
- _____ 4. One of my favorite songwriters (*is, are*) Paul Simon.
- _____ 5. A few from the other class (*needs, need*) new textbooks.
- _____ 6. Some of my cousins (*has, have*) come to my party.
- _____ 7. Both of my parents (*works, work*) at the hospital.
- _____ 8. All of the bread (*was, were*) eaten.
- _____ 9. Neither of my two uncles (*speaks, speak*) French.
- _____ 10. This morning several (*was, were*) late.
- _____ 11. Most of the plants (*needs, need*) water.
- _____ 12. Now more of the waiters (*seems, seem*) busy.
- _____ 13. One of my cousins (*is, are*) on vacation.
- _____ 14. In the past month several in that department (*has, have*) gotten raises.
- _____ 15. Something about those people (*seems, seem*) suspicious to me.
- _____ 16. No one in the bleachers (*cheers, cheer*) more loudly than Jason.
- _____ 17. Most of the field (*needs, need*) mowing.
- _____ 18. Everyone in the club (*has, have*) read this book.
- _____ 19. None of the guests (*has, have*) left.
- _____ 20. Many of his classes (*requires, require*) daily homework.

Agreement with Indefinite Pronouns B

- 6d.** The following indefinite pronouns are singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*.
- 6e.** The following indefinite pronouns are plural: *both, few, many, several*.
- 6f.** The indefinite pronouns *all, any, more, most, none, and some* may be either singular or plural, depending on their meaning in a sentence.

EXERCISE Each of the following sentences has an indefinite pronoun as a subject. For each sentence, underline the verb that agrees with the subject.

Example 1. Each of the planets in our solar system (orbits, *orbit*) the sun.

1. One of the planets (*has*, *have*) visible rings.
2. Nobody (*has*, *have*) observed moons around Mercury.
3. All of the students (*uses*, *use*) telescopes.
4. Everyone (*is*, *are*) able to see the moon tonight.
5. Some of the stars (*seems*, *seem*) to twinkle.
6. Most of the stars (*is*, *are*) invisible to us.
7. Each of the visible stars (*is*, *are*) a huge ball of gas.
8. None of the planets (*escapes*, *escape*) the gravitational pull of the sun.
9. No one (*knows*, *know*) how many stars there are.
10. Neither of the astronomers (*needs*, *need*) a microscope.
11. Most of the researchers (*has*, *have*) many questions.
12. Everyone (*needs*, *need*) to learn more.
13. One of the constellations (*resembles*, *resemble*) a hunter.
14. Several of the books (*contains*, *contain*) photographs.
15. Some of the scientists (*works*, *work*) high up on mountaintops.
16. Neither of the inner planets (*has*, *have*) moons.
17. (*Is*, *Are*) either of the inner planets visible tonight?
18. A few of the planets (*is*, *are*) not visible to the naked eye.
19. Someone (*is*, *are*) asking about comets.
20. (*Does*, *Do*) anyone know if comets orbit the sun?

Compound Subjects

- 6g.** Subjects joined by *and* generally take a plural verb.
- 6h.** Singular subjects that are joined by *or* or *nor* take a singular verb.
- 6i.** Plural subjects joined by *or* or *nor* take a plural verb.
- 6j.** When a singular subject and a plural subject are joined by *or* or *nor*, the verb agrees with the subject nearer the verb.

EXAMPLES **Raoul and Mark have been playing** tennis all day.
Either **Julio** or his **brother is singing**.
Flowers or balloons make a nice gift for a sick friend.
Neither **rain** nor **ants are spoiling** our picnic.
Neither **ants** nor **rain is spoiling** our picnic.

EXERCISE A Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example 1. An adult or two children (*fits, fit*) inside this bumper car.

- Two rabbits and a gerbil (*lives, live*) in big cages in our science classroom.
- Either my brother or my sister (*is, are*) waiting for me.
- One maple and three elms (*stands, stand*) in the yard.
- Lentils or beans (*is, are*) are used in the stew.
- Neither my sister nor my parents (*knows, know*) the answer to the riddle.
- A car and three buses (*was, were*) involved in the accident.
- Neither my cousins nor my aunt (*wants, want*) the apple.
- Either Mr. Brooks or his son (*washes, wash*) the car.
- Damont or his parents usually (*helps, help*) us.
- He and his dogs (*is, are*) going for a hike.

EXERCISE B Each of the following sentences contains two verb forms in parentheses. For each sentence, underline the verb form that agrees with the subject.

Example 1. Fruits and vegetables (*contains, contain*) many nutrients.

- Spinach and kale (*is, are*) green, leafy vegetables.
- Neither a plum nor a pear (*is, are*) a citrus fruit.
- Either an orange or a grapefruit (*is, are*) good for dessert today.
- Lemons and limes (*provides, provide*) vitamin C.
- Neither harsh winds nor rain (*affects, affect*) this tree.

Subject After the Verb

6k. When the subject follows the verb, find the subject and make sure the verb agrees with it.

The subject usually follows the verb in questions and in sentences that begin with *there* and *here*.

EXAMPLES **Were** the **players** tired?

There **are** six **floors** in this building.

The contractions *there's* and *here's* contain the verb *is*. These contractions are singular and should be used only with singular subjects.

EXAMPLE **Here's** the **answer** to your question.

EXERCISE Underline the subject in each sentence. Then, underline the correct word or words in parentheses.

Example 1. (*There's, There are*) some sponges in that drawer.

1. (*Has, Have*) your neighbors moved to Phoenix yet?
2. There (*is, are*) fifty states in the United States.
3. (*Here's, Here are*) the train to Culver City.
4. (*Is, Are*) the loaves of bread in the oven?
5. (*Here's, Here are*) the cans of paint for your project.
6. (*There's, There are*) more bananas in the fruit basket.
7. (*Was, Were*) your parents born in Sweden?
8. Where (*has, have*) they gone for their picnic?
9. (*Has, Have*) Marie and Nina looked at the map?
10. (*There's, There are*) a library and a bus stop near my house.
11. (*Has, Have*) Hiromi opened her birthday presents?
12. (*Here's, Here are*) a gift for Hiromi.
13. (*Is, Are*) you going to guess what it is?
14. Where (*has, have*) she put the other gifts?
15. (*Does, Do*) you like your new doll?
16. (*Is, Are*) they going to give the doll a name?
17. (*There's, There are*) an extra dress for the doll.
18. (*Has, Have*) her friends seen her other presents yet?
19. (*Has, Have*) I shown you how to play this game?
20. (*Was, Were*) we late for the party?

Don't and Doesn't

- 6l.** The word *don't* is the contraction of *do not*. Use *don't* with all plural subjects and with the pronouns *I* and *you*.

EXAMPLES These **kittens don't** have homes yet. **I don't** want any salad.

- 6m.** The word *doesn't* is the contraction of *does not*. Use *doesn't* with all singular subjects except the pronouns *I* and *you*.

EXAMPLES **Doesn't he** know the answer? That **bird doesn't** look healthy.

EXERCISE On the blank in each sentence, write *don't* or *doesn't* to complete the sentence correctly.

Example 1. My mother doesn't get home until 7:00.

1. You _____ have my new address.
2. Tanya _____ like spaghetti.
3. Howard's gloves _____ fit me.
4. Earl and Janice _____ want any more cereal.
5. I _____ dance very well.
6. Ms. Lowe _____ play badminton.
7. He _____ visit us often.
8. Jeff's grandparents _____ stay home much.
9. The baby _____ have any blue booties.
10. That program _____ come on until 8:00 tonight.
11. Mauricio _____ live near us anymore.
12. We _____ get to see him often.
13. His brother _____ go to our school.
14. They _____ play soccer on our team.
15. _____ Miriam play softball?
16. Miriam and Colleen _____ study with us.
17. _____ they usually study with Julie?
18. I _____ like to study alone.
19. _____ you prefer to study in the library?
20. The library _____ stay open late on weekends.

Agreement of Pronoun and Antecedent A

6n. A pronoun should agree in gender with its antecedent.

EXAMPLES Anthony said **he** had done **his** homework.
One of the **girls** has lost **her** book.
Someone in the band left **his or her** uniform on the bus.

6o. A pronoun should agree with its antecedent in number.

EXAMPLES You may have the last **muffin** if you want **it**.
The **puppies** will thrive if **they** are cared for well.

EXERCISE A In the following sentences, underline the pronoun or pronoun group in parentheses that agrees in gender and number with its antecedent.

Example 1. Scurrying across the yard, the chipmunk headed for (*their, its*) burrow.

1. Derrick asked his neighbor to take care of (*his, their*) cat for the weekend.
2. Each member of the girls' volleyball team received (*her, his or her*) own medal.
3. In the evening the raccoons climbed down from (*its, their*) nest in the trees.
4. The cat stalked the ball of yarn and then pounced on (*it, them*).
5. The new keyboards in the computer lab are still in (*its, their*) boxes.
6. Tanya enjoyed working at the restaurant because (*she, he or she*) met new people there.
7. The three children made breakfast for (*his or her, their*) dad on his birthday.
8. Every day, one student in the class would describe (*his or her, their*) progress on the research report.
9. Ms. Jackson called the boys into her office and gave (*him, them*) a lecture on responsibility.
10. The house was old but clean, and (*she, it*) seemed to welcome the new family.

EXERCISE B For each sentence, underline the pronoun form that agrees with the antecedent.

Example 1. The instruments will last longer if you take care of (*it, them*).

11. My doctor carries (*her, their*) notepad and pen with her.
12. They brought a tuba with (*it, them*) to the parade.
13. The plants will grow if you water (*it, them*).
14. I remember that tree from when (*it, they*) first sprouted.
15. The vegetables taste better with a little seasoning on (*it, them*).

Agreement of Pronoun and Antecedent B

6n. A pronoun should agree in gender with its antecedent.

EXAMPLES Betsy can't leave the house until **she** has finished cleaning **her** room.
Each of the **boys** must carry **his** own equipment.
Everyone in the play knew **his or her** lines.

6o. A pronoun should agree with its antecedent in number.

EXAMPLES May I borrow that **book** when you finish **it**?
Each year the **flowers** bloomed, **they** seemed more colorful.

EXERCISE A In each of the following sentences, circle the antecedent. Then, underline the pronoun or pronouns in parentheses that agree in gender with the antecedent.

Example 1. Karen left (her, its) jacket at school.

- Uncle Dave had an extra ticket, so (he, she) gave it to Marshall.
- The oak tree in the backyard had lost most of (his, its) leaves.
- Sharon was eating lunch with (her, his or her) friends.
- The wasp returned to (her, its) nest.
- Each student brought (his, his or her) poster to the game.

EXERCISE B On the blank in each sentence, write one or more pronouns that agree in gender and number with the antecedent.

Example 1. One girl wrote _____ *her* name on the board.

- Neither boy remembered to bring _____ textbook.
- Both coaches brought _____ whistles.
- After two weeks off, the girls were glad _____ were playing a game Monday.
- Did either of the men tell us _____ name?
- Jeremy had dropped his hat, but he found _____ the next day.
- Students who are attending the field trip must turn in _____ forms today.
- My brother lent me _____ umbrella.
- Each performer must bring _____ own costume.
- When Diego got home, _____ began preparing dinner.
- The lizard must have injured _____ leg.

Indefinite Pronouns as Antecedents

60. A pronoun should agree with its antecedent in number.

- (1) Use a singular pronoun to refer to the indefinite pronouns *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*.
- (2) Use a plural pronoun to refer to the indefinite pronouns *both, few, many, and several*.
- (3) The indefinite pronouns *all, any, more, most, none, and some* may be singular or plural, depending on their meaning in a sentence.

EXERCISE For each of the following sentences, underline the pronoun form that agrees with the antecedent.

Example 1. Most of the actors remembered (*his, their*) lines.

1. Anyone who needs help may consult (*his or her, their*) script.
2. One of the lines loses (*its, their*) meaning when taken out of context.
3. A few of the dancers brought (*her, their*) shoes.
4. One of the paintings is losing (*its, their*) sharpness.
5. Everyone is wearing (*his or her, their*) costume tonight.
6. Neither of the dancers wore (*her, their*) hat.
7. Did anyone forget to bring (*his or her, their*) notes?
8. I don't know if either of the girls will sing (*her, their*) lines tonight.
9. Everything on the stage has (*its, their*) own place.
10. Somebody left (*his or her, their*) uniform behind the stage.
11. Most of the costumes are missing (*its, their*) buttons.
12. All of the furniture was put in (*its, their*) proper place.
13. Everyone sold (*his or her, their*) tickets last week.
14. More of the material needs to have (*its, their*) edges trimmed.
15. Some of the fabric is losing (*its, their*) stitching.
16. One of the costume designers needs (*his, their*) sewing kit.
17. Do any of the costumes need (*its, their*) zippers replaced?
18. Only a few of the actors need (*his, their*) full costumes tonight.
19. One of the set designers brought (*her, their*) paintbrush.
20. Is one of the scripts missing (*its, their*) cover?

for **CHAPTER 6: AGREEMENT** pages 139–40

Antecedents Joined by *Or, Nor, or And*

6o(4). Use a singular pronoun to refer to two or more singular antecedents joined by *or* or *nor*.**EXAMPLES** **Carmela or Sindey** will present **her** speech today.
Neither the **maple nor** the **oak** has lost all **its** leaves.**6o(5).** Use a plural pronoun to refer to two or more antecedents joined by *and*.**EXAMPLES** When **Jeremy and** his **brother** got home, **they** practiced with their guitars.
The **coach and** the **players** reviewed **their** game plan.**EXERCISE A** Each of the following sentences contains an underlined pronoun that agrees with its antecedent. Above each underlined pronoun, write *S* if the pronoun is singular or *P* if it is plural.**Example 1.** Neither Myla nor Margaret has had ^{*S*} her lunch.

1. Amelia or Amanda will read her report first.
2. Yolanda and Jaime found their dictionaries.
3. Neither my mother nor my aunt brought her umbrella.
4. The bus driver and the students clapped their hands.
5. Neither Bill nor Todd used his baseball glove today.

EXERCISE B For each of the following sentences, underline the pronoun or pronouns that agree with the antecedent.**Example 1.** If the game is played well, (it, *they*) is very interesting to watch.

6. When Henry and Noriyuki arrived, (*he*, *they*) set up the chess pieces.
7. The chessboard and pieces were placed so that (*it*, *they*) could be seen well.
8. A beginning player or an experienced player sometimes loses (*his or her*, *their*) concentration.
9. The players and the observers looked at (*his or her*, *their*) watches.
10. Either the bishop or the knight will lose (*its*, *their*) powerful position.
11. Neither Yuri nor Stan brought (*his*, *their*) rule book.
12. Neither the players nor the observers expressed (*his or her*, *their*) opinions.
13. A marble chess set or a wooden chess set will retain (*its*, *their*) value.
14. If either Timothy or Hiroshi plays, (*he*, *they*) will expect to use the marble chess set.
15. Natalie or Olga will give (*her*, *their*) advice first.

Review A: Subject-Verb Agreement

EXERCISE A In each of the following sentences, the verb agrees with its subject. On the line before each sentence, write *S* if the subject and verb are singular or *P* if the subject and verb are plural.

Example *S* 1. Chuck or Tyrell takes out the trash.

- _____ 1. They have been cheering for the team.
- _____ 2. A letter from your aunt and uncle is on the table.
- _____ 3. All of the water in the pail was leaking onto the floor.
- _____ 4. A woman and two men were sharing a taxi.
- _____ 5. Here's your ticket to the game.
- _____ 6. An after-school snack for your friends is in the refrigerator.
- _____ 7. Eartha and you have been working hard all afternoon.
- _____ 8. There's a green coat in the closet.
- _____ 9. Jefferson's plans don't make sense to us.
- _____ 10. Most of the beach has been cleaned.

EXERCISE B Underline the subject in each of the following sentences. Then, underline the form of the verb in parentheses that agrees with the subject.

Example 1. (*Is, Are*) there any beans left for me?

11. Most of my work (*is, are*) finished.
12. Songs from the movie (*has, have*) been on my mind all day.
13. Either his grandparents or his father (*comes, come*) from Japan.
14. (*There's, There are*) two big trucks parked out front.
15. Our trip to the western states (*begins, begin*) tomorrow.
16. Lucia and Marcus (*lives, live*) on a farm.
17. Many of the citizens (*agrees, agree*) with the mayor.
18. (*Is, Are*) there some empty seats up front?
19. It (*doesn't, don't*) really matter.
20. Either the Germans or the Italians (*is, are*) playing soccer tomorrow.

Review B: Pronoun-Antecedent Agreement

EXERCISE For each sentence below, underline the pronoun or pronouns that agree with the antecedent.

Example 1. The children and their parents went to (*his or her, their*) neighborhood supermarket.

1. Does anyone have (*his or her, their*) grocery list?
2. One of the grocery carts is missing (*its, their*) rear wheels.
3. Most of the shoppers brought (*her, their*) lists.
4. Neither the mother nor her daughter brought (*her, their*) purse.
5. I see the laundry detergent, but I can't find (*its, their*) price.
6. There are twelve eggs here, but some of (*its, their*) shells are broken.
7. Did someone lose (*his or her, their*) calculator yesterday?
8. The cottage cheese or the yogurt will be fine if (*it, they*) is refrigerated.
9. Several of the bananas have brown spots on (*its, their*) peels.
10. One of the jars has a dent in (*its, their*) lid.
11. All of the items were put back on (*its, their*) shelves.
12. Neither my sister nor my mother brought (*her, their*) pen.
13. Both of the frying pans are missing (*its, their*) handles.
14. Is anyone carrying (*his or her, their*) backpack?
15. Barbara and Alina found (*her, their*) favorite spices.
16. Some of the silverware has lost (*its, their*) shine.
17. Most of the kitchen utensils have (*their, its*) prices clearly marked.
18. Do any of the customers bring (*his or her, their*) own shopping bags?
19. Spinach or cabbage will retain (*its, their*) freshness better if sealed and refrigerated.
20. Most of the vegetables keep (*its, their*) sharp colors when steamed.
21. Darryl and Kyle found (*his, their*) school supplies in aisle three.
22. Either Connie or her brother will select (*his or her, their*) favorite breakfast drink.
23. A father and his son split (*his, their*) list in two so they could find things twice as fast.
24. One of the checkers needed a manager to help (*her, them*) fix the till.
25. The manager asked the family if (*she, they*) had found everything all right.

Review C: Agreement

EXERCISE A Underline the subject in each of the following sentences. Then, underline the form of the verb in parentheses that agrees with the subject.

Example 1. (*Was, Were*) any of the animals injured?

1. The bowl of strawberries (*looks, look*) delicious.
2. Neither you nor he (*is, are*) strong enough to move that boulder.
3. Members of the club (*writes, write*) stories for the newspaper.
4. Two cars and a bus (*was, were*) stopped at the traffic light.
5. Some of the dancers (*is, are*) in the show.
6. Most of the apartment (*needs, need*) cleaning.
7. The play about the gods and the goddesses of Greece (*opens, open*) today.
8. Everybody in the two competing schools (*was, were*) eager for the game.
9. The fenders and the bumper (*was, were*) dented.
10. The colors in the material (*has, have*) faded.

EXERCISE B For each sentence below, underline the pronoun or pronouns that agree with the antecedent.

Example 1. Health clubs offer many benefits to (*its, their*) members.

11. An exercise bike or a rowing machine requires maintenance to keep (*it, them*) running well.
12. One of the health clubs offers free classes to (*its, their*) members.
13. Both weightlifting machines and free weights have (*its, their*) advantages.
14. My sister or my aunt will find the individual exercise program that serves (*her, them*) best.
15. The track and the swimming pool both have (*its, their*) appeal.
16. One of the women left (*her, their*) towel behind.
17. Neither my mother nor my sister is wasting (*her, their*) time here.
18. Can each of the swimmers find (*his or her, their*) goggles?
19. Most of the bicyclists wore (*his, their*) cycling shoes.
20. A club can expand when (*its, their*) membership increases.

Review D: Agreement

EXERCISE A In each of the following sentences, underline the word or word group in parentheses that correctly completes the sentence.

Example 1. (*Has, Have*) most of the guests arrived?

1. (*Has, Have*) everybody finished the chapter?
2. A few of the students (*knows, know*) computer programming.
3. (*There's, There are*) two reasons for my opinion.
4. Her uncle (*doesn't, don't*) have a driver's license.
5. None of the kittens (*has, have*) been adopted yet.
6. (*Has, Have*) any of the milk spilled?
7. (*Does, Do*) most of your friends play football?
8. One of my gloves (*is, are*) missing.
9. All of the birds (*are, is*) singing.
10. Some of the color (*has, have*) faded.

EXERCISE B For each sentence below, underline the pronoun or pronouns that agree with the antecedent.

Example 1. A new playground gives the park (*its, their*) appeal.

11. Does anyone know how the park got (*its, their*) name?
12. Parents like to bring (*her, their*) children to the park.
13. A child can use (*his or her, their*) imagination in the park.
14. Some of the swings have had (*its, their*) seats repaired.
15. My mother brings (*her, their*) books to the park.
16. Neither of the fountains has (*its, their*) water turned on yet.
17. The squirrels hide (*its, their*) pecans under the leaves.
18. One of the squirrels made (*its, their*) home inside a shack.
19. Do all of the pigeons build (*its, their*) nests under this bridge?
20. One of the girls saw (*her, their*) favorite kind of bird.

Proofreading Application: Speech

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Proofreading speeches is especially important. If you make mistakes in agreement, your listeners will not have a chance to go back and re-read a passage in order to understand it. Instead, your audience may just sit there, not listening, but trying to figure out what you meant in prior sentences. Errors in agreement can confuse your listeners and even give them the wrong idea.

PROOFREADING ACTIVITY

Find and correct the errors in subject-verb and pronoun-antecedent agreement. Use proofreading symbols to make your corrections.

Example *Lazy Days* ^{was}~~were~~ a play by the sixth-grade class.

Thanks to our sponsor, we has a first-class production for you tonight. I and the entire cast of *Lazy Days* offers our thanks to our sponsor. Flappy Fabrics have donated all the cloth for our costumes. Mr. Clement and his daughter Lisa have given us his and her assistance throughout the production. Either Lisa Clement or her assistant Mary shared their design skills with our students. Moreover, Mr. Clement and Lisa Clement have graciously given his or her time to us. The ones who made this production possible was they. All of the costumes in this play is the product of our sponsor's hard work. Each of us gives our thanks to Flappy Fabrics. Several of the cast have created an award for Flappy Fabrics, and he or she would like to present it now.

Literary Model: Poetry

The Sea

by James Reeves

The sea is a hungry dog,
Giant and gray.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And “Bones, bones, bones!”
The giant sea dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.

EXERCISE A In his poem “The Sea,” what pronouns does James Reeves use to refer to the sea? (You do not need to write repeated pronouns more than once.)

EXERCISE B

1. What personal pronouns would you usually use to refer to the sea?

2. Is the author trying to get readers to look at the sea differently by using the pronouns he does? How do you think the author wants us to see the sea? Explain your answers.

“The Sea” from *Complete Poems for Children* (Heinemann) by James Reeves. Copyright © by James Reeves. Reprinted by permission of **The James Reeves Estate**.

Writing Application: Bulletin Board Display

In speech, it's acceptable to use plural third person pronouns like *they*, *them*, *their*, and *themselves* to agree with indefinite pronouns like *everybody*, *anyone*, *somebody*, and *no one*. In fact, it almost sounds strange to hear formal pronoun usage with indefinite pronouns! Read these sentences aloud.

SOUNDS NORMAL *No one* noticed the absence of pepperoni on *their* pizza slices.

SOUNDS ODD *No one* noticed the absence of pepperoni on *his or her* pizza slices.

The second sentence is correct in formal English, although it is not what we expect to hear, so be sure to use the singular pronouns when you write formally. On the other hand, if you want to avoid the odd sound, you could replace the indefinite pronoun with a plural noun that fits the sentence's meaning: "The *guys* watching the Super Bowl didn't notice the absence of pepperoni on *their* pizza slices."

WRITING ACTIVITY

You and several other students are putting together a bulletin board display on good study skills. The bulletin board display will be in the library, where all students can read and benefit from it. Your job is to describe two good study skills. You will explain each skill in a brief paragraph. Use indefinite pronouns to describe what students should do; and set a great example in your writing by using formal, correct pronoun-antecedent agreement.

PREWRITING Work together with the other students on the project to brainstorm a list of important study skills. Then choose the two that you will describe. For each skill, come up with a mini-lesson on how to develop the skill and put it into action. What materials are required to carry out the skill?

WRITING You are basically writing two tiny sets of instructions as you tell students how to develop the skill. Remember that students need not only help in learning the skill but also information on common problems or pitfalls that may temporarily stop their progress. Help them learn from others' mistakes rather than having to make the mistakes themselves!

REVISING Because your information will be presented on a bulletin board, students will not have copies of the paragraphs to keep with them. They are unlikely to stand in front of the bulletin board and write down your good advice, either. So write very directly, and try to make your sentences memorable. You might even create a memory helper for students, to help them recall the most important information from the paragraphs. Indefinite pronouns like *everyone* and *anyone* will help you stress the idea that all students can benefit from your advice.

PUBLISHING Be sure that no mistakes in spelling, punctuation, or agreement go up on that bulletin board for everyone to see! Then, combine your efforts with those of the other students, add illustrations, and, with your teacher's permission, assemble your bulletin board.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. For a class that is studying possible careers, you could explore how getting into the habit of using strong study skills now will help you succeed later in life, in whatever career you pursue.

Choices: Exploring Verbs

Here's your chance to step out of the grammar book and into the real world. You may not notice verbs, but you and the people around you use them every day. The following activities challenge you to find a connection between verbs and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

GAME

Hot Potato

Does all this talk about tenses make you and your friends yawn? Wake everybody up! Grab an eraser, a beanbag, or just a ball of paper to serve as the “hot potato.” Then, call out a tense and hand the “hot potato” off to a classmate who must give a sentence with a verb in the tense you named. The classmate should then pass the “hot potato” to the next person. The game is complete when everyone has had the “hot potato” once.

PUBLISHING

On Safari

Go on a scavenger hunt for irregular verbs. Look in newspapers, magazines, and other published sources to find places where an irregular verb might be hiding. Then, bring home your trophies—your irregular verbs. Photocopy or cut them out, and paste them to poster board. Be sure to note whether the irregular verb has been used correctly or incorrectly.

STUDY AIDS

Jet Fuel

Some people remember the different tenses easily, and some people take longer. Speed up the process. Write a poem or rap, or devise some other kind of study aid to help your classmates master these tenses.

TIME LINE

Then, Now, and Ever After

Create a time line on poster board that shows each of the different tenses. You might want to make the tenses stand out by printing them in different colors. Add a line or two of explanation and an example for each tense. Finally, with your teacher's permission, hang the time line in your classroom.

TECHNOLOGY

Horse of a Different Color

Choose twenty of the peskiest verbs in Chapter 7 of your textbook. Type them into a word processor. Then, change the color of the letters that change for each form. For instance, for the past participle of the word *swim*, you would see the letters *s*, *w*, and *m* in black and the letter *u* in, perhaps, red. Pass out copies of your list to your classmates. If you don't have a computer, you can still do this project; just print neatly on poster board. Then, with your teacher's permission, hang the poster in the classroom.

ART

Raise the Flag

Create small posters illustrating the proper use of the troublesome verbs *rise* and *raise*. Find or draw pictures that illustrate these actions. Write sentences that describe what's happening in the pictures. (Make sure you use the correct verbs in your sentences!) Hang the posters around the classroom so your classmates can learn from your efforts.

ART/WRITING

Most Wanted

You are surrounded by people who have no respect for the laws of English usage. Your mission is to aid in the capture of these outlaws. Create “wanted” posters, complete with portraits of each lawbreaker, his or her description, and an account of the crime. (No, you may not use real people.) Make these characters low-down, mean, and nasty. Write example sentences that show how they break the laws. Of course, you'll also want to show how these sentences should be corrected. Make sure that your verb tenses are consistent.

Identifying the Principal Parts of Verbs

- 7a.** The four principal parts of a verb are the **base form**, the **present participle**, the **past**, and the **past participle**.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
receive	[is] receiving	received	[have] received
go	[is] going	went	[have] gone

The principal parts of a verb are used to express present, past, and future times.

PRESENT Nakeesha **washes** her hands before dinner.

John and his father **are washing** the dog.

PAST Last night, we **washed** the car.

Van and I **have washed** all the windows.

FUTURE Annie **will wash** the dishes after the party.

He **will have washed** the floor by the time you arrive.

EXERCISE A A principal part of a verb is underlined in each of the following sentences. Identify the underlined verb form by writing *base form*, *present participle*, *past*, or *past participle* in the space above it.

Example 1. Rama has taken the test already.

- All of the balloons on the string popped except two.
- Do you want to buy those books?
- Daniel's dog is following the trail to the river's edge.
- For thirty years the noon whistle has blown exactly on time.
- The players have challenged their parents to a game of soccer.

EXERCISE B Decide what kind of time each of the following verbs expresses. On the line provided, write *present* if the verb expresses present time, *past* if it expresses past time, or *future* if it expresses future time.

Example future 1. will have driven

- | | |
|---------------------------|-----------------------|
| _____ 6. reported | _____ 11. have looked |
| _____ 7. will write | _____ 12. chooses |
| _____ 8. will have played | _____ 13. is taking |
| _____ 9. happened | _____ 14. has called |
| _____ 10. sees | _____ 15. will swim |

Using Regular Verbs

7b. A **regular verb** forms its past and past participle by adding **-d** or **-ed** to the base form.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
look	[is] looking	looked	[have] looked
shop	[is] shopping	shopped	[have] shopped
suppose	[is] supposing	supposed	[have] supposed

Remember that some regular verbs, such as *shop* and *suppose*, double the final consonant or drop the final *e* when adding *-ing* or *-ed*.

EXERCISE A On the blank in each of the following sentences, write the correct form (present participle, past, or past participle) of the verb given in parentheses.

Example 1. One of the elephants has wrapped its trunk around a tree. (*wrap*)

- The plane has _____ in Nepal. (*land*)
- The scientists from the museum are _____ to track rhinos in the jungle. (*plan*)
- The government officials of Nepal _____ the project. (*support*)
- The workers are _____ elephants for the scientists to ride. (*saddle*)
- Yesterday, the trackers _____ a female rhino and her calf. (*spot*)

EXERCISE B On the blank in each of the following sentences, write the correct form (present participle, past, or past participle) of the verb given in parentheses.

Example 1. Every day last winter, Christine watched the squirrels. (*watch*)

- Last year, Christine _____ watching the squirrels gather food. (*enjoy*)
- One day, Christine _____ to build a feeder for the squirrels. (*decide*)
- Christine has _____ several books about squirrels. (*purchase*)
- Through her reading she has _____ that squirrels like sunflower seeds. (*learn*)
- She _____ some pine wood to build the feeder. (*collect*)
- Christine then _____ the feeder to a strong tree. (*nail*)
- Christine's brother _____ to her more about squirrels. (*explain*)
- From listening to him, Christine has _____ that squirrels also like fruit. (*discover*)
- She is still _____ new things each day as she watches the squirrels. (*notice*)
- Now Christine is _____ her friends to build feeders for squirrels. (*encourage*)

Using Irregular Verbs A

- 7c.** An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
swim	[is] swimming	swam	[have] swum
go	[is] going	went	[have] gone
catch	[is] catching	caught	[have] caught
hurt	[is] hurting	hurt	[have] hurt

EXERCISE A Underline the correct verb form in parentheses in each of the following sentences.

Example 1. We (drove, driven) along the Big Sur coast of California.

- Some biologists have (*came*, *come*) here to collect peregrine falcon eggs.
- Many eggs have (*broken*, *broke*) because their shells have been damaged by pesticides.
- Lee, one of the biologists, had (*began*, *begun*) to gather the eggs.
- He showed me the eggs, but I (*knew*, *known*) not to touch them.
- The adult peregrine had (*flown*, *flew*) from the nest.
- Lee (*began*, *begun*) to climb down the cliff to the nest.
- Suddenly, I (*seen*, *saw*) a large bird in the sky.
- Everyone (*froze*, *frozen*).
- The peregrine dived at Lee's head and then (*went*, *gone*) away.
- The huge, fierce bird (*given*, *gave*) us quite a scare.

EXERCISE B On the blank in each of the following sentences, write the correct form (past or past participle) of the verb given in parentheses.

Example 1. Mrs. Larkin has taught the class about endangered species. (*teach*)

- Sofia has _____ a report about peregrine falcons. (*write*)
- Pollutants have _____ these fierce, fast-flying birds. (*hurt*)
- The peregrine falcon has _____ endangered. (*become*)
- To help increase the peregrine falcon population, biologists _____ eggs from a peregrine nest. (*take*)
- They _____ the falcon eggs to a laboratory. (*bring*)

Using Irregular Verbs B

7c. An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
win	[is] winning	won	[have] won
draw	[is] drawing	drew	[have] drawn
begin	[is] beginning	began	[have] begun
write	[is] writing	wrote	[have] written

EXERCISE Each of the following sentences contains a verb with an irregular past form. In the blank in each sentence, write the past form of the verb.

Example 1. The kitten drank the milk from its favorite bowl. (*drink*)

- She _____ to Boston last summer. (*drive*)
- Tonya _____ a solo last night. (*sing*)
- The bus driver _____ her time when crossing the bridge. (*take*)
- The artist _____ her paintbrush to the studio. (*bring*)
- When Jaime was ill, his stomach _____ all day. (*hurt*)
- My sister _____ me her favorite sweater. (*give*)
- What _____ your mom tell you yesterday? (*do*)
- My shoes _____ out during the long hiking trip. (*wear*)
- I _____ my name for the teacher. (*write*)
- The mother _____ the baby in her arms. (*hold*)
- She _____ the photo so she would always remember her vacation. (*keep*)
- They _____ that they would arrive before noon. (*say*)
- We _____ the comet last night. (*see*)
- She _____ her little brother a paint set for his birthday. (*get*)
- The wind _____ in from the north. (*blow*)
- The puppy _____ me my slippers this morning. (*bring*)
- She _____ a new bike for her son. (*buy*)
- The orange juice _____ in the ice chest. (*freeze*)
- He _____ in the rain for twenty minutes. (*stand*)
- I _____ the baseball and threw it to second base. (*catch*)

Using Irregular Verbs C

- 7c.** An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
grow	[is] growing	grew	[have] grown
hold	[is] holding	held	[have] held
cut	[is] cutting	cut	[have] cut
break	[is] breaking	broke	[have] broken

EXERCISE On the blank in each of the following sentences, write the past participle of the verb in parentheses.

Example 1. Has she driven that far by herself before? (*drive*)

1. She has _____ a lawyer. (*become*)
2. Have they _____ to read their reports yet? (*begin*)
3. I have _____ a new book to read. (*choose*)
4. We have already _____ five laps. (*run*)
5. Has she _____ a letter to her pen pal yet? (*send*)
6. The dog has _____ some food from the table! (*steal*)
7. Have you _____ the book that inspired this movie? (*read*)
8. We have already _____ the movie. (*see*)
9. Have you _____ me your name? (*tell*)
10. I think I have _____ my keys. (*lose*)
11. Bill has _____ two inches since I last saw him. (*grow*)
12. Have the team members _____ their warm-up laps yet? (*swim*)
13. She has _____ the same bus for three years. (*ride*)
14. I have _____ many times while ice-skating. (*fall*)
15. The teacher has _____ the sketch already. (*draw*)
16. Vivian has _____ away her old clothes. (*give*)
17. Have you _____ to your mother yet? (*write*)
18. Has Mrs. Carter _____ to the class today? (*speak*)
19. The man has _____ his shirt on the fence. (*tear*)
20. We have _____ this song in choir many times. (*sing*)

Using Irregular Verbs D

- 7c.** An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

USAGE

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
tear	[is] tearing	tore	[have] torn
freeze	[is] freezing	froze	[have] frozen
know	[is] knowing	knew	[have] known
get	[is] getting	got	[have] gotten or got

EXERCISE A For each of the following sentences, write the correct form of the verb in parentheses.

Example 1. The sixth-graders have eaten lunch already. (*eat*)

1. Franco and Marc have _____ each other for two years. (*know*)
2. They _____ best friends in the fourth grade. (*become*)
3. Franco _____ attending the school that year. (*begin*)
4. Marc has _____ to the same school since first grade. (*go*)
5. He has _____ the bus to school every year. (*ride*)
6. One day, he _____ a new student on the bus. (*see*)
7. The boy _____ that his name was Franco. (*say*)
8. The two boys have also _____ many movies together. (*see*)
9. They _____ to six movies last summer. (*go*)
10. Franco's mother _____ them to the movies. (*drive*)

EXERCISE B For each of the following sentences, write the correct form of the verb in parentheses.

Example 1. The two brothers have left the house already. (*leave*)

11. The pitcher _____ a no-hitter yesterday. (*throw*)
12. Have you ever _____ a cowboy hat? (*wear*)
13. The *Titanic* had _____ by the time the rescue boats arrived. (*sink*)
14. After practice, they _____ us to dinner. (*take*)
15. The cartoon character had _____ to the size of a mouse. (*shrink*)

Using Irregular Verbs E

- 7c.** An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
leave	[is] leaving	left	[have] left
stand	[is] standing	stood	[have] stood

EXERCISE A For each of the following sentences, underline the correct form of the verb in parentheses.

Example 1. The girls have (*went*, *gone*) camping twice before.

1. Sue and Imelda (*drive*, *drove*) to the mountains last summer.
2. The same guides (*lead*, *led*) the expedition last year.
3. Imelda has (*went*, *gone*) to the mountains many times.
4. She has (*saw*, *seen*) the sunset from atop the mountains.
5. Sue and Imelda (*chose*, *chosen*) to go hiking.
6. They (*began*, *begun*) their hike near their campsite.
7. Sue has (*run*, *ran*) long distances and is in good physical shape.
8. However, Imelda (*find*, *found*) the hike difficult.
9. Evening (*drew*, *drawn*) near, and they were both very tired.
10. Sue and Imelda (*fell*, *fallen*) asleep beneath the stars.

EXERCISE B For each of the following sentences, write the correct form of the verb in parentheses.

Example 1. When comets *get* close to the sun, they begin to evaporate. (*get*)

11. In the past, some people _____ that comets were signs of bad things to come. (*feel*)
12. People have not always _____ what comets really are. (*know*)
13. Scientists have _____ many articles about comets. (*write*)
14. Long ago, people _____ pictures of the mysterious comets they had seen. (*draw*)
15. At that time many people _____ that comets foretold wars or plagues. (*say*)
16. Today scientists _____ much more than they used to about comets. (*know*)
17. For example, scientists have _____ that comets contain ice and rock. (*teach*)
18. Many people have _____ of Hale-Bopp, one of the brightest comets ever seen. (*hear*)
19. Comets _____ long tails that people can see from Earth. (*have*)
20. Many people _____ these magnificent celestial objects to be quite interesting. (*find*)

Identifying Tense

7d. The **tense** of a verb indicates the time of the action or the state of being that is expressed by the verb.

PRESENT The boy **runs**.

PAST The boy **ran**.

FUTURE The boy **will run**.

PRESENT PERFECT The boy **has run**.

PAST PERFECT The boy **had run**.

FUTURE PERFECT The boy **will have run**.

Each of the six tenses also has a form called the **progressive form**.

EXAMPLE The boy **is running**. [present progressive]

EXERCISE On the line provided before each of the following sentences, write the tense of the underlined verb (*present, past, future, present perfect, past perfect, future perfect*). Also indicate whether the tense is in the progressive form.

Example present perfect progressive 1. Jenny has been learning how to use the computer.

_____ 1. Jenny had never used graphics software on the computer.

_____ 2. She was writing a report about the Ohio River.

_____ 3. Jenny wanted photographs in her report.

_____ 4. She has been taking many pictures of the Ohio River.

_____ 5. Jenny has scanned the photographs with the new scanner.

_____ 6. She uses a viewer program to look at the photographs.

_____ 7. The new software helps Jenny modify the photographs.

_____ 8. Jenny now knows how to make changes to her pictures.

_____ 9. Jenny had taken one of the photographs at sunset.

_____ 10. The picture was too dark.

_____ 11. Jenny was using the software to change the photo.

_____ 12. The software allows the user to brighten the photograph.

_____ 13. Jenny made the photo lighter and clearer.

_____ 14. Jenny had taken a photograph of the bank of the Ohio River.

_____ 15. She wanted to use only a small portion of the photo.

_____ 16. Jenny cropped the photo using the new software.

_____ 17. Jenny had photographed birds with her zoom lens.

_____ 18. She has always loved pictures of birds in flight.

_____ 19. She will use the software to zoom in on the birds.

_____ 20. Jenny will have improved her photographs.

Using Tense Consistently

7e. Do not change needlessly from one tense to another.

To write about events that take place at about the same time, use verbs in the same tense. To write about events that occur at different times, use verbs in different tenses.

INCONSISTENT The squirrel stuffed the pecan into its mouth and scampers up the tree. [The events happened at about the same time, but *stuffed* is in the past tense, and *scampers* is in the present tense.]

CONSISTENT The squirrel **stuffed** the pecan into its mouth and **scampered** up the tree. [Both verbs are in the past tense.]

EXERCISE Underline the correct form of the verb in parentheses in each of the following sentences.

Example 1. Jaime made a sandwich and (*puts, put*) it in his lunchbox.

1. Every morning they got up early and (*run, ran*).
2. She wrote a letter and (*sends, sent*) it to her grandmother.
3. I have eaten and (*drank, drunk*) too much today.
4. The armadillo ran across the yard and (*hides, hid*) behind a log.
5. The sun rose and the sky (*turns, turned*) pink.
6. Every autumn the leaves turn brown and (*fall, fell*) off the trees.
7. The river flows down the valley and (*empties, emptied*) into the lake.
8. The wind changed directions and (*becomes, became*) stronger.
9. The volcano erupted and (*destroys, destroyed*) the tiny island.
10. A robin catches worms and (*feeds, fed*) her young.
11. The nurses checked on their patients and (*give, gave*) them their medicine.
12. All of the students studied hard and (*learn, learned*) the material.
13. The puppets sang and (*dance, danced*) to the music.
14. One of the horses kicked the fence and (*runs, ran*) toward the woods.
15. The skater tripped and (*falls, fell*) on the ice.
16. Have you read the book and (*discuss, discussed*) it with the teacher?
17. The violinist listens carefully and (*imitates, imitated*) her teacher.
18. The kitten hides under the bed and (*sleeps, slept*).
19. Last night the wind blew hard and (*knocks, knocked*) down the fence.
20. The rider got off her horse and (*removes, removed*) the saddle.

Using *Sit* and *Set*

The verb *sit* means “to be seated” or “to rest.” *Sit* seldom takes a direct object. The verb *set* means “to put (something) in a place.” *Set* usually takes a direct object.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
sit	[is] sitting	sat	[have] sat
set	[is] setting	set	[have] set

EXAMPLES Harry **will sit** in the front row. [no direct object]
 Harry **will set** the tools on the bench. [*Tools* is the direct object.]
 The children **have sat** down. [no direct object]
 The children **have set** their books there. [*Books* is the direct object.]

EXERCISE A Underline the correct form of the verb in parentheses in each of the following sentences.

Example 1. She (*sat*, *set*) the crystal bowl on the end table.

- The woman (*sit*, *sat*) on the bench.
- The children are (*sitting*, *setting*) the puzzle pieces on the table.
- Have you (*sat*, *set*) the table yet?
- She had (*sat*, *set*) in the waiting room for thirty minutes.
- We (*sat*, *set*) the cactus beside the window.
- I will (*sit*, *set*) your trophy on the top shelf.
- The men (*sat*, *set*) down after a hard day’s work.
- A large gray cat is (*sitting*, *setting*) on top of the piano.
- That boy (*sits*, *sets*) in the desk next to mine.
- My aunt had (*sat*, *set*) the aquarium on the large table.

EXERCISE B Write the correct form of either *sit* or *set* on the blank provided in each of the following sentences.

Example 1. I wish I hadn’t *sat* on the cactus!

- Mom always _____ her glasses down somewhere and then can’t find them.
- The dog is _____ underneath the porch where it is cool.
- I _____ still during the entire three hours of the opera.
- _____ down that backpack and rest for a while.
- No one could believe that Carol had been _____ near the dog the entire time.

Using *Rise* and *Raise*

The verb *rise* means “to go up” or “to get up.” *Rise* does not take a direct object. The verb *raise* means “to lift (something) up” or “to cause (something) to rise.” *Raise* usually takes a direct object.

BASE FORM

rise

raise

PRESENT PARTICIPLE

[is] rising

[is] raising

PAST

rose

raised

PAST PARTICIPLE

[have] risen

[have] raised

EXAMPLES

The president **rose** for her speech. [no direct object]

The dog **raised** its head and yawned. [*Head* is the direct object.]

Throughout the day the temperature **has risen**. [no direct object]

The pilot **has raised** the lever. [*Lever* is the direct object.]

EXERCISE A Underline the correct form of the verb in parentheses in each of the following sentences.

Example 1. He (rose, raised) early in the morning and made oatmeal.

1. The guard (rose, raised) the flag every morning at sunrise.
2. Is the city (rising, raising) its property taxes again?
3. The farmers (rise, raise) early in the morning.
4. Have they (risen, raised) prices?
5. A student in the second row quickly (rose, raised) his hand.
6. Has she (risen, raised) from bed yet?
7. The balloon slowly (rises, raises) as the air heats up.
8. The bread dough is (rising, raising) in the pan.
9. The sun (rose, raised) above the horizon.
10. The landlord (rose, raised) the rent earlier this year.

EXERCISE B Write the correct form of either *rise* or *raise* on the blank provided in each of the following sentences.

Example 1. Whoever climbs the hill first will raise the flag.

11. My grades have _____ a little each semester.
12. Chi _____ her hand to wave goodbye.
13. My father jokes that he _____ at dawn each morning and walked ten miles to school.
14. The tale was so scary that the hairs on the back of her neck _____.
15. Have you ever _____ a young animal?

Using *Lie* and *Lay*

The verb *lie* generally means “to recline,” “to be in a place,” or “to remain lying down.” *Lie* does not take a direct object. The verb *lay* generally means “to put (something) down” or “to place (something).” *Lay* usually takes a direct object.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
lie	[is] lying	lay	[have] lain
lay	[is] laying	laid	[have] laid

EXAMPLES The baby **lay** in the crib. [no direct object]
 The father **laid** the baby in the crib. [*Baby* is the direct object.]
 His coat **is lying** on the floor. [no direct object]
 He **is laying** his coat on the floor. [*Coat* is the direct object.]

EXERCISE A Underline the correct form of the verb in parentheses in each of the following sentences.

Example 1. Memphis (lies, *lays*) on the Mississippi River.

- Please (*lie*, *lay*) the box on the table.
- The fawn (*lay*, *laid*) down in the undergrowth.
- She must have (*lain*, *laid*) her house keys on the dresser.
- Does the mountain range (*lie*, *lay*) in the eastern part of the country?
- The woman (*lay*, *laid*) on the hot sand and fell asleep.
- The bike was (*lying*, *laying*) in the middle of the driveway.
- Does your dog always (*lie*, *lay*) its head on your foot?
- Every night this week, the cat has (*lain*, *laid*) on the piano bench to sleep.
- She (*lay*, *laid*) the blanket across the foot of the bed.
- I have (*lain*, *laid*) here in the grass all morning.

EXERCISE B Write the correct form of either *lie* or *lay* on the blank provided in each of the following sentences.

Example 1. Sam laid her head on the desk.

- When she left, the key was still _____ on the table.
- Greg has _____ in the hammock all afternoon.
- Before I pack, I always _____ all my clothes out on the bed.
- The storm had _____ a blanket of snow over the fields.
- The workers have been _____ sod all afternoon.

Six Confusing Verbs

SIT, SET *Sit* means “to be seated” or “to rest.” *Sit* seldom takes a direct object.

Set means “to put (something) in a place.” *Set* usually takes a direct object.

RISE, RAISE *Rise* means “to go up” or “to get up.” *Rise* does not take a direct object.

Raise means “to lift (something) up.” *Raise* usually takes a direct object.

LIE, LAY *Lie* means “to recline,” “to be in a place,” or “to remain lying down.” *Lie* does not take a direct object.

Lay means “to put (something) down” or “to place (something).” *Lay* usually takes a direct object.

EXERCISE Underline the verb in parentheses that correctly completes each of the following sentences.

Example 1. The conga drums are (lying, *laying*) on the floor.

1. Juana (*sit*, *set*) the table for dinner.
2. Carl, please (*rise*, *raise*) the blinds.
3. Every afternoon Uncle Angelo (*lies*, *lays*) down for a short nap.
4. After he (*lay*, *laid*) the board on the sawhorses, Aaron carefully sawed it in half.
5. We forgot to add the yeast, and the dough didn't (*raise*, *rise*).
6. Rebecca was (*sitting*, *setting*) on the front steps to wait for her friends.
7. The reporters have (*risen*, *raised*) some interesting questions.
8. That book has (*laid*, *lain*) on that shelf ever since I can remember.
9. I think you have been (*laying*, *lying*) in the sun too long.
10. Cody (*set*, *sat*) down with a plop and a deep sigh.
11. I have been (*sitting*, *setting*) here for thirty minutes.
12. People usually (*raise*, *rise*) when the national anthem is played.
13. Parvati thought she had (*lain*, *laid*) the book on the counter, but it wasn't there.
14. Grandpa is (*lying*, *laying*) on the living room couch, watching the football game.
15. The kite (*rose*, *raised*) quickly in the brisk wind.
16. The baker had carefully (*sit*, *set*) the loaves on the counter.
17. A slight mist has (*raised*, *risen*) over the meadow.
18. A strange metal object was (*laying*, *lying*) in the cornfield.
19. He (*sit*, *set*) the clock for 6:00 A.M.
20. The public (*rose*, *raised*) many objections to the mayor's latest plan.

Review A: Using Regular and Irregular Verb Forms

EXERCISE A For each of the following sentences, choose the correct form (present participle, past, or past participle) of the regular verb given in parentheses. Write the correct verb form on the line provided.

Example 1. Has Felicia started her sketches for art class? (*start*)

1. The audience _____ with laughter at the opening scene. (*roar*)
2. The curators are _____ old farm tools for the exhibit. (*collect*)
3. Latisha is _____ the directions carefully. (*follow*)
4. I had _____ to pick up milk on my way home. (*plan*)
5. Alexander _____ lemonade on the patio yesterday. (*serve*)
6. Hamilton is _____ the fliers for the show. (*create*)
7. Many farmers have _____ against the new tax laws. (*rebel*)
8. Before moving here, we _____ in Wichita, Kansas. (*live*)
9. Many pioneers _____ west by boat and wagon train. (*travel*)
10. Is Dr. Cullar _____ into a new office? (*move*)

EXERCISE B For each of the following sentences, decide on the correct form (past or past participle) of the irregular verb given in parentheses. Write the correct verb form on the line provided.

Example 1. Has anyone heard any news about the hurricane? (*hear*)

11. Have you _____ tomorrow's math assignment? (*do*)
12. At the track meet, Judy _____ the record for the 50-yard dash. (*break*)
13. Some leaves have already _____ from the trees. (*fall*)
14. Coretta has _____ to research her topic at the library. (*go*)
15. The concert has not _____ yet. (*begin*)
16. Larry _____ lunch for the whole football team. (*make*)
17. The committee has _____ a patriotic theme for the February party. (*choose*)
18. On Sunday, our family _____ to the lake for a picnic. (*drive*)
19. She has _____ her knee on the corner of the desk. (*hurt*)
20. Has anyone _____ my running shoes? (*see*)

Review B: Tense

EXERCISE A On the line provided before each of the following sentences, write the tense of the verb (*present, present perfect, past, past perfect, future, or future perfect*). Also indicate whether the tense is in the progressive form.

Example present perfect progressive 1. Has Jutaro's family been planning a trip to Japan?

- _____ 1. Jutaro's family moved here from Japan last year.
- _____ 2. His father has been working for a railroad.
- _____ 3. At the open house, the entire family bowed to us.
- _____ 4. They always show traditional Japanese hospitality.
- _____ 5. I have tried sushi and teriyaki at their house.
- _____ 6. Have Japanese children always gone to school on Saturday?
- _____ 7. Summer vacation in Japanese schools will last only six weeks this year.
- _____ 8. On special occasions, Japanese women sometimes wear kimonos.
- _____ 9. In just a few weeks, Jutaro and his family will have been in the United States exactly one year.
- _____ 10. Will they be celebrating the anniversary?

EXERCISE B On the line provided in each sentence, write the form of the verb described in parentheses.

Example 1. Some Chinese citizens have struggled for greater freedom. (present perfect of *struggle*)

11. In June 1989, Chinese troops _____ their tanks into Tiananmen Square in Beijing, China. (past tense of *drive*)
12. Chinese students _____ a pro-democracy demonstration. (past perfect of *begin*)
13. Soon shots _____ out, and people fled the square. (past tense of *ring*)
14. Throughout history, people _____ to speak out against unfair government practices. (present perfect of *choose*)
15. By the time the school year ends, my history class _____ several of these struggles for freedom and justice. (future perfect of *study*)

Review C: Writing Correct Verb Forms

EXERCISE For each of the following sentences, decide on the correct form (present participle, past, or past participle) of the verb in parentheses. Write the correct verb form on the line provided.

Example 1. Rosalinda has never ridden on the trolley. (*ride*)

1. I have often _____ of becoming a great writer. (*dream*)
2. What have you _____ Jeremy for his birthday? (*buy*)
3. I _____ two glasses of orange juice at breakfast today. (*drink*)
4. Weren't you _____ to help me wash the dishes? (*suppose*)
5. Abdul is _____ today on the afternoon train. (*arrive*)
6. Their new boat had _____ in six feet of water. (*sink*)
7. Generations have _____ wood and food from the rain forests. (*take*)
8. Kam Shing _____ with a local ballet company. (*dance*)
9. The canal has _____, and the ferry can't get through. (*freeze*)
10. Our new puppy is _____ my English paper to shreds. (*chew*)
11. In one year my little brother has _____ two inches. (*grow*)
12. We _____ tropical fish in the warm waters surrounding the island. (*see*)
13. Have you _____ to your parents about the field trip? (*speak*)
14. The boys have _____ a surprise for us. (*plan*)
15. Teresa has _____ the smallest piece of chicken. (*choose*)
16. For three years, Sam Houston _____ in a Cherokee village. (*live*)
17. Someone _____ all the leftover sandwiches last night. (*eat*)
18. As soon as she got it, Haru _____ half of her allowance in the bank. (*put*)
19. What has _____ to your homework paper? (*happen*)
20. Is he _____ to hunt and fish as they did? (*learn*)
21. Last year my aunt _____ to South Africa. (*go*)
22. Yesterday someone on the radio _____ a song about Brazil. (*sing*)
23. Collectors once _____ many parrots into this country. (*bring*)
24. Mrs. Bishop and her husband are _____ a bakery downtown. (*open*)
25. Years ago, no one _____ how important the rain forests were. (*know*)

Review D: Using Correct Verb Forms

EXERCISE A Underline the verb form in parentheses that correctly completes each sentence.

Example 1. While Mom mixed the dressing, I (*lay, laid*) the tablecloth on the table.

1. I (*lose, lost*) the first race but won the next.
2. Yesterday the wind (*blew, blown*) so hard we could not sail.
3. Have the salmon always (*swam, swum*) in this river?
4. Where did Jerome (*sit, set*) his locker key?
5. After the sun had (*rose, risen*), everyone felt better.
6. Grandfather (*lay, laid*) out a pair of clean pants for you.
7. Thank you, but I have already (*ate, eaten*) lunch.
8. After a short rest, we (*rose, raised*) and walked back into the jungle.
9. My mother and stepfather have always (*gave, given*) me good advice.
10. After splitting the logs, the farmer (*sat, set*) his ax on the ground.

EXERCISE B For each of the following sentences, decide on the correct form (present participle, past, or past participle) of the verb given in parentheses. Write the correct verb form on the line provided.

Example 1. I have not yet written my book report. (*write*)

11. It was so cold that the water in the fountain had _____. (*freeze*)
12. Masato's bike has _____ on the sidewalk all day. (*lie*)
13. That old inflatable raft _____ last summer. (*burst*)
14. Someone has _____ on the freshly painted bench. (*sit*)
15. Randy _____ to see the seals at feeding time. (*go*)
16. Sheila has never _____ a mountain bike. (*ride*)
17. Last spring Urbi and Joe _____ every morning. (*swim*)
18. Neither sister had _____ a warm sweater to the game. (*bring*)
19. After a late night of studying, my cousin _____ just before noon. (*rise*)
20. Has the rider been _____ off the horse? (*throw*)

Proofreading Application: Lab Report

Readers admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Many times in school and later at work, you will need to describe a series of events. Whenever you describe a series of events, pay particular attention to the verbs you use. These verbs must be correct in form and in tense. If they are not, your description will not make sense. Your readers will not be sure what happened first and what happened second.

PROOFREADING ACTIVITY

The following excerpt from a science lab report contains several errors in verb usage. Find and correct these errors, using proofreading symbols to make your corrections.

Example Our team ^{chose}~~choose~~ a biology experiment.

We taked bean seeds and planted them in three trays with soil and water. We putted one tray (X) in the freezer. However, we had gave the other two trays (Y and Z) a place in a warm closet. After two days, we seen that trays Y and Z all had seedlings. We maked a place in the freezer for tray Y and its tiny seedlings.

After five days, we will bring all the trays out. Apparently, the seeds in tray X had froze and had not grown at all. In tray Y, too much cold had hurted the growth of the seedlings. The growing seedlings had shrank. However, tray Z in the warm closet done quite well.

Literary Model: Using Verb Tenses in Poetry

Legacy II

by Leroy V. Quintana

Grandfather never went to school
spoke only a few words of English,
a quiet man; when he talked
talked about simple things
planting corn or about the weather
sometimes about herding sheep as a
child.

One day pointed to the four directions
taught me their names

El Norte

Poniente

El Sur

Oriente

He spoke their names as if they were
one of only a handful of things
a man needed to know

Now I look back
only two generations removed
realize I am nothing but a poor fool
who went to college

trying to find my way back
to the center of the world
where Grandfather stood
that day

EXERCISE A In this poem the speaker uses the verbs *went*, *spoke*, *talked*, *pointed*, *taught*, and *stood* to tell you about someone and about various things that person did.

1. In what tense are these verbs?

2. Who is it that went, spoke, talked, pointed, taught, and stood?

3. In the last two stanzas of the poem, the speaker uses the verbs *look*, *realize*, and *am* to tell you about someone other than Grandfather. In what tense are these verbs?

4. Who is it that looks, realizes, and is?

EXERCISE B Why do you think the author uses both past tense and present tense in the poem?

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Writing Application: Newspaper Article

Before you begin writing, you will want to think about your readers. Why are they reading what you have written? Readers of newspaper articles usually want to know what happened. In order to answer this question, you will need to use verbs correctly to describe the actions and states of being and to show the sequence of events.

WRITING ACTIVITY

Writers and speakers can't avoid irregular verbs because they describe so many daily happenings. For instance, many verbs describing motion, such as *go*, *run*, *fly*, *drive*, and *swim*, are irregular, as are many verbs that describe states of being, such as *be*, *become*, and *feel*. Imagine that you are a reporter writing about a school event. Write a short article of two paragraphs to be published in the school paper. Use five irregular verbs to describe states of being and actions that occurred during the event.

PREWRITING First, you must choose an event to cover. Any event will do: A sports match, chess tournament, much-anticipated schoolwide standardized test, or musical concert are just a few possibilities. If the event has not happened yet, plan to attend and take notes on what you see. If it has already occurred, recall as clearly as you can the details of the event. Either way, answer these well-known reporter's questions: What? Who? Where? When? Why? How?

WRITING Journalistic writing is brief and to the point. It often reports events chronologically, beginning with the first action and working through to the final event. Organize the facts and details you have gathered so that they cover the event quickly, while providing the information readers need. Since you are writing two paragraphs, you will have to find a logical point in the action to stop the first paragraph and begin the second. Is there a turning point in the action of the event?

REVISING Ask a couple of friends who also attended the event to read your article. Can they remember anything that you left out? Have you used five irregular verbs as you reported on the event? Check the list of irregular verb forms. Have you used the correct forms?

PUBLISHING Before you go public with your article, check the paragraphs for mistakes in spelling and punctuation. Ask the teacher who sponsors the newspaper what form you should use to submit your article, and follow his or her guidelines. Post your article on the class bulletin board or Web page.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. You could expand your reporting on the event to a full-page article. Combine the article with pictures of the event, and submit this photo essay as a one- or two-page spread in your school's yearbook. A yearbook is a much more permanent form of publication than a newspaper, so make it your best writing!

Choices: Pronouns in Everyday Life

Here's your chance to step out of the grammar book and into the real world. You may not notice pronouns, but you and the people around you use them every day. The following activities challenge you to find a connection between pronouns and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

CLASS ACTIVITY

Inventing Sentences

Create a pronoun activity for your class—all you'll need is a pen, a few sheets of paper, and a shoe box. To create the activity, make a small paper strip for each of the subject and object pronouns, and put the strips in the shoe box. To start, a student draws a strip of paper from the box. After reading the pronoun written on the paper, the student goes to the chalkboard or overhead projector and writes a sentence that correctly uses the pronoun. In class, guess who gets to be the first volunteer? That's right—you.

SURVEY

The Hit Parade

Which pronoun is most popular in ordinary conversation? With permission, tape-record two or three conversations. Then, count the number of personal pronouns used. Which personal pronoun is used the most often in your experiment? Which ones are most often used incorrectly? Which ones are most often used correctly? Present the class with an organized visual that displays your results. Present, too, your opinions on why you obtained these results.

WRITING

All Women Are Created Equal

Does writing *he* or *she* after an antecedent like *everyone* seem to be a lot of trouble to you? Maybe it just seems silly. When you are among those excluded by sexist language, though, such language is no joke. Rewrite the first half of the second paragraph of the Declaration of Independence. Change all the male references to female references. Read your revision to the class. Then, lead a discussion with your classmates about their reactions to the revision.

TECHNOLOGY

Close Examination

Before you put your trust in a computer's grammar checker, put the computer to the test. Take ten sentences with pronoun errors, and type them into a word processor. Then, run the grammar checker. How did it do? Did it find that sentence where *Steve* is referred to as *she*? Keep a detailed record of the grammar checker's performance, and report back to the class.

MEDIA

Pronouns in Print

Do you have any magazines or newspapers lying around your house or classroom? Well, it's time to get them out and start a pronoun search. Collect ten sentences that use pronouns and display them for the class. Paste your sentences onto poster board, using actual pages or photocopies. Don't forget to record your sources. Do any of the sentences use pronouns incorrectly? Here's your chance to catch someone else's mistakes!

FOREIGN LANGUAGES

Ella y Él

How do other languages handle pronouns? Do other languages have subject, object, and possessive pronouns? Are second- and third-person singular and plural forms used? Do more formal situations call for different pronoun uses than informal ones do? How are these or other rules handled in, say, Spanish? Explore pronoun use in the language of your choice, and be sure to discover at least three pronoun rules. When presenting your findings, you may want to let the class know which language's rules you think are easier to learn.

Forms of Personal Pronouns

The form of a personal pronoun shows how it can be used in a sentence. Pronouns used as subjects and predicate nominatives are in the **subject form** (*I, you, he, she, it, we, they*).

EXAMPLES **She** and **I** sang two solos. [subjects]

The best singer was **she**. [predicate nominative]

Pronouns used as direct objects, indirect objects, and objects of prepositions are in the **object form** (*me, you, him, her, it, us, them*).

EXAMPLES The audience applauded **her** and **me**. [direct objects]

Friends sent **her** flowers. [indirect object]

Marion gave a flower to **me**. [object of a preposition]

Possessive forms of pronouns (*my, mine, your, yours, his, her, hers, its, their, theirs, our, ours*) are used to show ownership or possession.

EXAMPLES Ruben saved **his** ticket stub.

Is that **yours**?

EXERCISE A Identify the form of each of the following personal pronouns. On the line provided, write *SUB* for *subject form*, *OBJ* for *object form*, or *POS* for *possessive form*.

Example 1. me OBJ

1. your _____

6. we _____

2. I _____

7. its _____

3. us _____

8. mine _____

4. she _____

9. them _____

5. him _____

10. they _____

EXERCISE B Read each of the following sentences and identify the form of the underlined pronoun. Above each pronoun, write *SUB* for *subject form*, *OBJ* for *object form*, or *POS* for *possessive form*.

Example 1. The hero of today's game was she. ^{SUB}

11. During the safety drill, the captain threw them life jackets.

12. I screamed loudly and then jumped for joy.

13. Did they search for gold all month?

14. His beard and eyebrows were flecked with gray hairs.

15. The cheers and applause, which came suddenly, pleased her.

Using the Subject Form A

8a. Use the subject form for a pronoun that is the subject of a verb.

EXAMPLES **He** studied for a test. [*He* is the subject of *studied*.]

Ed noticed that **she** and **I** agreed. [*She* and *I* are the subjects of *agreed*.]

8b. Use the subject form for a pronoun that is a predicate nominative.

EXAMPLES The most confused person was **I**. [*I* is the predicate nominative of *was*.]

Are the best students **he** and **she**? [*He* and *she* are the predicate nominatives of *Are*.]

EXERCISE A Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. The first speakers will probably be LaShawn and (I, me).

- Did Shani and (*they*, *them*) watch the Dragon Boat Races in Naha, Japan?
- The people who had the most fun at the basketball game were (*they*, *them*).
- Later, my friends and (*I*, *me*) went to Moon Beach.
- After planning for weeks, (*we*, *us*) drove to the amusement park.
- Actually, those people in the photograph are (*we*, *us*).
- Taking advantage of the weather, Daryl and (*I*, *me*) took a long walk on the beach.
- My two closest friends from camp are Melissa and (*he*, *him*).
- (*They*, *Them*) and (*I*, *me*) go everywhere together.
- At the movie theater, the first ones in the ticket line were (*they*, *them*).
- Was that really (*she*, *her*) in the mouse costume?

EXERCISE B In each of the following sentences, cross out the underlined word or words and write an appropriate pronoun in the space above.

Example 1. Do Diego and ^{*she*}
~~Janet~~ often sing together?

- The soldiers saddled their horses at once.
- Before the race, Kara and her brother warmed up.
- The owner of that cat is Davie or Susan.
- Was that Clara and Salim in the black truck?
- After lunch, Dad and my sister and I headed to the lake.

Using the Subject Form B

8a. Use the subject form for a pronoun that is the subject of a verb.

EXAMPLES Does **he** want to try again?
She and **we** would like to thank you.

8b. Use the subject form for a pronoun that is a predicate nominative.

EXAMPLES The proudest parent was **she**.
The new yearbook photographer will be **he**.

EXERCISE A Cross out each incorrect pronoun in the following sentences. Then, write the correct pronoun above it. If a sentence is already correct, write C after the sentence.

Example 1. José, was your favorite elementary schoolteacher ^{he}~~him~~?

1. The senders of these flowers were my cousin and me.
2. Mario and us are the best volleyball players.
3. Kendrick and her will be the team captains for the kickball game.
4. The first three chords in the book will be they, according to the guitar teacher.
5. The students who come first alphabetically are Nelson Abbott, Jill Abu-Rayyan, and him.
6. Yes, it is me, your loyal friend.
7. What could we possibly have done to deserve this good fortune?
8. The winner of the debate tournament will likely be him.
9. Was the woman at the next booth really her?
10. The lucky children who get to name our family's new dog will be them.

EXERCISE B Supply a pronoun to correctly complete each of the following sentences. Use a variety of pronouns, but do not use *you* or *it*.

Example 1. Much to their surprise, the first-place finishers were Armando, Shane, and she.

11. Were the first ones up this morning _____?
12. Ever since the first meet, the fastest runners have been Danika, Danielle, and _____.
13. Sometimes, the one with the best ideas is _____.
14. After lunch, _____ get to go on our long-awaited field trip.
15. The cashiers and _____ will have the night off, too.

Using the Object Form A

8c. Use the object form for a pronoun that is the direct object of a verb.

EXAMPLES The trainer helped **me** with my new dog. [*Me* is the direct object of *helped*.]
The gift surprised **them** and **me**. [*Them* and *me* are the direct objects of *surprised*.]

8d. Use the object form for a pronoun that is the indirect object of a verb.

EXAMPLES Grandma gave **me** a hug. [*Me* is the indirect object of *gave*.]
Loretta sent **her** and **me** postcards. [*Her* and *me* are the indirect objects of *sent*.]

8e. Use the object form for a pronoun that is the object of a preposition.

EXAMPLES Save one for **her**. [*Her* is the object of the preposition *for*.]
Ann sat between **him** and **me**. [*Him* and *me* are the objects of the preposition *between*.]

EXERCISE A Read each of the following sentences and identify the underlined pronoun as *DO* for *direct object*, *IO* for *indirect object*, or *OP* for *object of a preposition*.

Example 1. Did Mother drive Mr. Chung and her to the store?

- I sold Willis and them my baseball cards.
- The large bean burrito was shared by Lou and her.
- Fiona will take us to the game.
- We were thankful that the principal supported Susana and me.
- The Red Cross worker wrapped a blanket around him.

EXERCISE B Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. Lena will sit between Mother and (*I*, me) at the ceremony.

- After our fund-raiser, Ms. Goldstein gave (*we*, *us*) all new uniforms.
- Did the puppy from the park follow Ralph and (*he*, *him*) onto the bus?
- The author read (*we*, *us*) a chapter of her wonderful new book.
- The award was certainly a surprise to my family and (*I*, *me*)!
- Above Ann and (*I*, *me*) hung an orange and yellow piñata.
- The neighbors helped Jeremy and (*they*, *them*) with the car.
- Grandmother sent our cousins and (*we*, *us*) a recipe for tamales.
- The books for Rhonda and (*she*, *her*) are on the top shelf.
- Do you think Dad will buy (*they*, *them*) all the new school supplies they want?
- After seeing the report, Mr. Jee praised Ella and (*she*, *her*).

Using the Object Form B

8c. Use the object form for a pronoun that is the direct object of a verb.

EXAMPLE The praise embarrassed **him** a little. [*Him* is the direct object of *embarrassed*.]

8d. Use the object form for a pronoun that is the indirect object of a verb.

EXAMPLE Suzanne gave **us** a smile and a wink. [*Us* is the indirect object of *gave*.]

8e. Use the object form for a pronoun that is the object of a preposition.

EXAMPLE Is the last helping for **him**? [*Him* is the object of the preposition *for*.]

EXERCISE A Read each of the following sentences and identify the underlined pronoun as *DO* for *direct object*, *IO* for *indirect object*, or *OP* for *object of a preposition*.

Example 1. I cannot believe I lent my favorite jacket to her! ^{*OP*}

1. The clerk directed them to the back of the store.
2. My birthday gift from Aunt Lulu and him was a new bike helmet.
3. Mr. Lopez gave Beth and me some fresh challah bread.
4. Will you apologize to them or not?
5. Last weekend Shara lent me her softball mitt.

EXERCISE B Supply pronouns to correctly complete the following sentences. Use a variety of pronouns, but do not use *you* or *it*.

Example 1. That photograph was the best image of him that I have seen!

6. After I walked through the door, an usher handed _____ a program for the play.
7. Wouldn't it be great if both of _____ get to be on the same soccer team again this year?
8. As the popcorn kernels started to pop, we watched _____ closely.
9. The audience gave _____ a standing ovation because the performance was magnificent.
10. Because I mowed the neighbors' lawn, they gave _____ enough money to buy a book.
11. The artist at the carnival drew the funniest picture of _____ and _____!
12. My sister won the spelling bee, and I am proud of _____.
13. The wind knocked those tree limbs onto the road, so we will have to drive around _____.
14. What happened to the painting you showed _____ earlier?
15. After Sonia gave _____ the present, the three-year-old boy squealed with delight.

Subject Form and Object Form Pronouns A

Use the **subject form** (*I, you, he, she, it, we, they*) for pronouns used as subjects or as predicate nominatives.

EXAMPLES Did **they** meet you at the game? [subject]
Were the best players **he** and **she**? [predicate nominatives]

Use the **object form** (*me, you, him, her, it, us, them*) for pronouns that are used as direct objects, indirect objects, or objects of prepositions.

EXAMPLES The principal thanked **him** and **me** for our help. [direct objects]
The master of ceremonies handed **them** their trophies. [indirect object]
Are those assignments for **them** or **us**? [objects of a preposition]

EXERCISE A In the following sentences, replace the underlined words or word groups with correct pronouns.

Example 1. As soon as the gun went off, ^{they}~~the runners in the race~~ leapt across the starting line.

- At the park last weekend, both Kendra and Ian flew kites in the city competition.
- My aunt enjoys cooking homemade lasagna and watching videos with Uncle Marshall and me.
- My brother, my sister, my parents, and I got to camp at Yosemite National Park.
- I have decided, Coach, that I would make a great partner for LaTonya in the tournament.
- When will Jacob and Ginger be ready to turn in their report?

EXERCISE B In each of the following sentences cross out the incorrect pronoun and write the correct form above it. If a sentence is already correct, write C.

Example 1. I was pleased when the quiet little boy offered to share his bread with ^{me}~~I~~.

- Am I supposed to share this salad with he?
- That company sends Sharon and I junk mail all the time.
- Jenae, a talented ballerina, performs onstage even though she is only eleven years old.
- After my brother and me got into an argument, Mom divided the food between us.
- Our favorite movie personality is him.
- The students who stood in line to get good seats are them.
- His teacher brought Kim and he presents from the class.
- After looking for fifteen minutes, Tasha found him under the bed.
- The association hired Ali and she as interns for their outreach program.
- Are your favorite songs from the soundtrack them?

Subject Form and Object Form Pronouns B

Use the **subject form** (*I, you, he, she, it, we, they*) for pronouns used as subjects or as predicate nominatives.

EXAMPLES Are **you** and **I** in charge of the party decorations? [subjects]
The first fifth-grader to kick a home run was **she**. [predicate nominative]

Use the **object form** (*me, you, him, her, it, us, them*) for pronouns used as direct objects, indirect objects, or objects of prepositions.

EXAMPLES I am relieved that I finally found **it**. [direct object]
I will give either Maria or **her** the humorous book. [indirect object]
May I go with **them** to the movie tonight? [object of preposition]

EXERCISE For each of the following sentences, underline the correct form of the pronoun in parentheses. Then, above the pronoun, write *SUB* if it is used as a subject, *PN* if it is used as a predicate nominative, *DO* if it is used as a direct object, *IO* if it is used as an indirect object, or *OP* if it is used as an object of a preposition.

Example 1. Will our summer camp have races, skits, and crafts for my friends and (*I*, ^{*OP*}*me*)?

1. After searching for five minutes, we found (*he*, *him*) in the literature section of the bookstore.
2. "Hello? Yes, this is (*she*, *her*)."
3. When Mia Hamm stole the ball, the crowd gave (*she*, *her*) a cheer.
4. It was an unknown scientist who discovered (*they*, *them*) in the ground.
5. Even Martina and (*we*, *us*) were surprised to hear about a special type of worm that lives in a cave and glows in the dark.
6. The drama club will be giving both Albert and (*I*, *me*) a prize for winning the dramatic interpretation contest.
7. The three of us who signed up for the computer class are Terry, Jen, and (*I*, *me*).
8. According to (*they*, *them*), we will get more snow than we did last year.
9. In *The Wizard of Oz*, she and (*they*, *them*) will play the flying monkeys.
10. About an hour ago, Mr. Ochoa came in and asked (*we*, *us*) an important question.

Who and Whom

The pronoun *who* has two different forms. *Who* is the subject form. *Whom* is the object form.

EXAMPLES **Who** is that excellent dancer? [subject]

You loaned your favorite book to **whom**? [object of a preposition]

EXERCISE A Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. (*Who*, *Whom*) did they choose as their tour guide?

1. (*Who*, *Whom*) did you see at Lake Erie?
2. From (*who*, *whom*) did you learn about it?
3. (*Who*, *Whom*) will rent us a boat here?
4. (*Who*, *Whom*) do we give this money to, Georgina?
5. (*Who*, *Whom*) can take us on a tour of the lake?
6. (*Who*, *Whom*) knows where we can catch fish?
7. Tomorrow, (*who*, *whom*) will travel with us to the Island of the Sun?
8. To (*who*, *whom*) did you write this morning?
9. (*Who*, *Whom*) else will visit the Temple of the Moon?
10. With (*who*, *whom*) will you walk to the market?

EXERCISE B On the blank in each of the following sentences, write *who* or *whom* to correctly complete the sentence.

Example 1. Whom will you take to the dance?

11. _____ is that dancer in the blue costume?
12. _____ did you substitute for in the game?
13. _____ wrote *Black Beauty*?
14. Now, for _____ or for what was Michigan named?
15. _____ will you choose as your study partner?

Pronouns with Appositives

Sometimes a pronoun is followed directly by a noun that identifies the pronoun. Such a noun is called an **appositive**. To choose which pronoun to use before an appositive, omit the appositive and try each form of the pronoun separately.

EXAMPLE (*We, Us*) goalies worked hard. [*Goalies* is the appositive identifying the pronoun. *We worked hard* or *Us worked hard*?]

ANSWER **We** goalies worked hard.

EXAMPLE Mrs. Rollins showed the routine to (*we, us*) dancers. [*Dancers* is the appositive identifying the pronoun. *Mrs. Rollins showed the routine to we* or *Mrs. Rollins showed the routine to us*?]

ANSWER Mrs. Rollins showed the routine to **us** dancers.

EXERCISE A Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. The neighbors asked (*we, us*) students for help.

1. At the hospital, (*we, us*) visitors had to wait until 3:00 P.M.
2. Please repeat the question for (*we, us*) students in the back.
3. Our group leader warned (*we, us*) campers about the poison ivy.
4. The happiest group was (*we, us*) lifeguards.
5. At the library, (*we, us*) students used the reference section.
6. Father gave (*we, us*) boys a hand with the boxes.
7. The guide shared some interesting details with (*we, us*) tourists.
8. Ms. Katz gave (*we, us*) three students study guides.
9. (*We, Us*) triplets are used to that question.
10. Mother will drive (*we, us*) fans to the game.

EXERCISE B In each of the following sentences, cross out each incorrect pronoun and write the correct form above it. If a sentence is already correct, write C after the sentence.

Example 1. A waitress offered ^{*us*}~~*we*~~ visitors some sushi.

11. We travelers stayed in several small inns.
12. Mr. Hirota showed we teachers the game of Go.
13. Us plant lovers admired the beautiful garden.
14. After lunch, the host led we visitors around the grounds.
15. Someone left robes for us guests.

Review A: Using Pronouns Correctly

EXERCISE A In each of the following sentences, identify the underlined pronoun. Above each underlined pronoun, write *SUB* for subject, *PN* for predicate nominative, *DO* for direct object, *IO* for indirect object, or *OP* for object of a preposition.

Example 1. The team leaders will be Alicia and ^{PN}he.

1. My eyes were straining as I saw him in the crowd.
2. Grandma made Sara and him a quilt.
3. The best-prepared students should be we.
4. Do you know them?
5. Now Ted and they have colds.
6. Ann's father showed her the computer and software.
7. The tent fell on top of us.
8. In the afternoon we mowed the neighbors' lawn.
9. The bus left without Reiko and me.
10. The winners of the essay contest were Alice and he.

EXERCISE B Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. Please pass the tacos to Sabina and (*she, her*).

11. My mother gave my sister and (*I, me*) some of Grandmother's jewelry.
12. The first people to speak were Tula and (*I, me*).
13. Oh, I invited Marta and (*they, them*) to the party.
14. Monica and (*I, me*) enjoyed the film.
15. Please save seats for Rudy and (*she, her*).
16. The guard asked Ms. Weston and (*we, us*) for identification.
17. The person at the door was not (*he, him*).
18. On the stage, (*they, them*) all looked very impressive.
19. Melba and (*he, him*) can show you the experiment.
20. Sit here on the beach with the dogs and (*we, us*).

Review B: Using Pronouns Correctly

EXERCISE A Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. Has Tremain or (he, *him*) started the layout for the paper?

1. Uncle Roland will take Rickey and (*he*, *him*) to school.
2. Was (*she*, *her*) the person who designed the brightly colored stage decorations?
3. Did Justin and (*they*, *them*) learn Japanese?
4. Ms. Red Cloud told Edwina and (*we*, *us*) a fascinating story.
5. A secret agent gave (*she*, *her*) the message.
6. The teacher and (*we*, *us*) were working at the computer.
7. The dogs bark at everyone except Elena and (*I*, *me*).
8. That woman and (*I*, *me*) are on the same bowling team.
9. Come and sit between Lonnie and (*I*, *me*).
10. It was frustrating when neither Aaron nor (*I*, *me*) could find a better answer.

EXERCISE B Decide whether the underlined pronoun in each sentence is correct. If the pronoun is not correct, cross it out and write the correct form above it. If the pronoun is correct, write C above it.

Example 1. ^{Whom} ~~Who~~ does Maddie want on her team?

11. Please bring we runners some cool water.
12. From who did you receive that gift?
13. They often give material for costumes to us drama club members.
14. To who shall I give this package?
15. Who knows the answer to that question?
16. Us musicians can practice with them later.
17. The two remaining contestants were we students from Detroit.
18. Whom will you stay with during your vacation?
19. She gave we players our photographs.
20. Who can I ask for help?

Review C: Using Pronouns Correctly

EXERCISE Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. The officer warned (*we, us*) skaters about thin ice.

1. My parents are proud of Mina and (*we, us*).
2. The wranglers gave (*he, him*) some roping lessons.
3. My sister and (*she, her*) stayed after school.
4. We are responsible for all of (*they, them*).
5. (*We, Us*) Simpsons love this movie.
6. (*Who, Whom*) will you meet at camp?
7. The driver handed (*I, me*) some change.
8. The counselor told (*we, us*) campers to be careful.
9. The winner of the essay contest was (*she, her*).
10. (*Who, Whom*) did you baby-sit for yesterday?
11. Next year, (*we, us*) students will go to the Museum of Natural History.
12. Mrs. Hsing made Lily and (*they, them*) new costumes.
13. The ball landed between Austin and (*I, me*).
14. It was (*she, her*) on the telephone.
15. Trish chose Emilio and (*he, him*) for her team.
16. (*Who, Whom*) wrote this poem about Knoxville, Tennessee?
17. The last soldiers to leave will be (*we, us*) officers.
18. Has anyone told Maya or (*she, her*) about the opera?
19. Eric and (*I, me*) watched his younger brother.
20. The coach was happy with (*we, us*) runners.
21. (*Who, Whom*) should I thank for these tickets?
22. Mr. Feldman showed Alicia and (*I, me*) the answer.
23. Please keep this information between you and (*I, me*).
24. Mr. Yu helped (*we, us*) students in the library.
25. (*Who, Whom*) will you march next to in the parade?

Proofreading Application: Captions

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Multimedia presentations offer a whole new way for students to express themselves. Photographs and illustrations can easily be scanned into a computer and captioned. When you do create a photo essay, cartoon, or electronic slide show, the captions that you write will stand out. One or two sentences will stand alone, often in large, boldface type. Proofreading these captions is especially important because they are highly visible.

Your captions will explain the action in the illustrations. Be particularly careful to use pronouns correctly when you write these captions. Incorrect pronoun usage will make readers wonder if the other information in the caption is incorrect as well.

PROOFREADING ACTIVITY

Find and correct the errors in pronoun usage. Use proofreading symbols to make your corrections.

Example Lisa, Jerry, and ^I~~me~~ go to see the mayor.

We meet her secretary and she.

Lisa explains to a council member and they the problems of student bus riders.

The mayor and them listen carefully.

Jerry and I give the mayor and they our letters.

The mayor asks Lisa and I a question or two.

Who will they listen to?

Whom is having a problem with the bus schedules?

The bus schedules could be more convenient for we students.

Thanks to the mayor and them, us students will not be late for school any more.

The answer to our problem was the mayor and him.

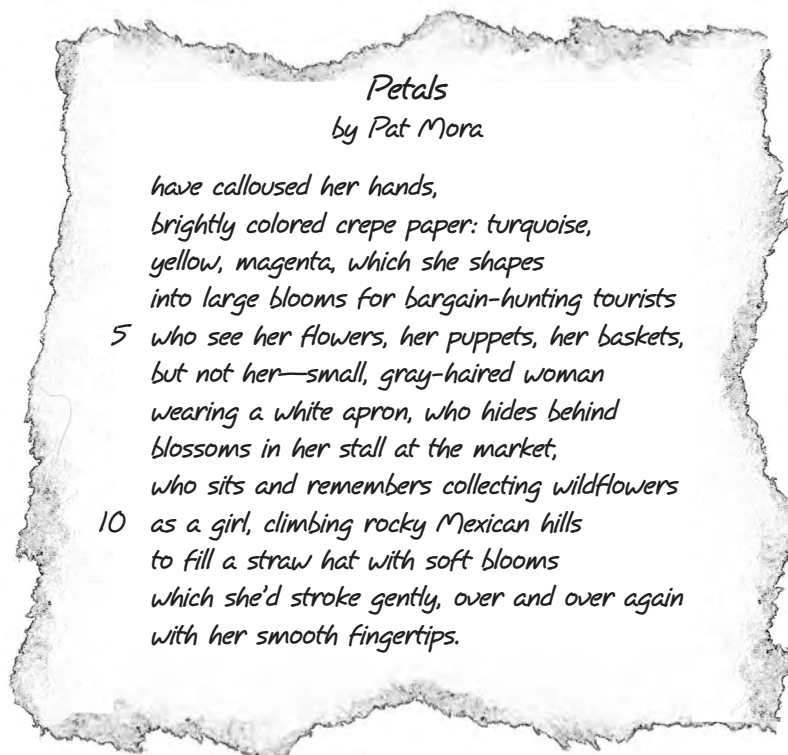
NAME _____

CLASS _____

DATE _____

for CHAPTER 8: USING PRONOUNS CORRECTLY pages 177–90

Literary Model: Poetry



EXERCISE A Write each personal pronoun that appears in the poem, even if it is repeated. After each pronoun, indicate the line in which it appears. Then, identify each pronoun as a *subject form*, an *object form*, or a *possessive form*.

EXERCISE B The author has included personal pronouns without ever actually identifying the person to whom those pronouns are referring (called the antecedent). Why do you think she used this technique?

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USAGE | Language in Context: Literary Model

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Writing Application: Letter

So often, pronoun problems happen because people can get away with incorrect usage in speech. Then they transfer the incorrect usage to their writing, where it is not acceptable. *Who* and *whom* present this problem, as do some pronouns used in appositives. Read the sentences below aloud.

INFORMAL Who did we give the ski trip photo album to?

FORMAL To whom did we give the ski trip photo album?

Which sentence would you probably say? Some day the first sentence may be more acceptable in writing; but for now, stick to the more formal usage when you write.

WRITING ACTIVITY

The library in your former elementary school plans to buy a number of children's books. They are asking former students to recommend books to buy. Write a letter to the librarians in which you recommend a favorite children's book for purchase. Explain why the library should spend part of its budget on this book. "Sell" the book to the librarians with enthusiasm. Use *who*, *whom*, and two appositives with pronouns in your letter as you describe this favorite book.

PREWRITING First, you will need to pick a book to recommend. Do you remember a book that you read and re-read as a child? You probably do, but if not, you may want to look through the children's section in a bookstore or public library to choose a book. Once you have your book, read it again. Then, brainstorm a list of positive traits about the book. The longer the list, the better.

WRITING With your list in hand, group together similar ideas. You may want to comment on the words in which the story is told, or on the story itself, or on the pictures that accompany the story. Keep like ideas together in your letter, and make comments on every element of the book. For children, beautiful or whimsical pictures are as important as well-written words!

REVISING You are writing a letter to busy librarians who will probably hear from many people. Be polite and direct. After a brief greeting, get right to your task: to persuade the librarians to choose your book! Use bits of quoted material from the story or describe the illustrations. Talk about the book's author if you like. All in all, write specifically, and don't waste time on vague comments. Use at least two appositives to describe the book, and watch those pronouns!

PUBLISHING Check your letter for mistakes in spelling and punctuation. Let your English teacher read over your letter—it's good to let a fresh set of eyes look for any problems you may have missed. Then write or print out the letter neatly and sign it. With your teacher's permission, post your letter on the bulletin board for your classmates to read.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. You could volunteer to read the children's book you are recommending to classes at your former elementary school. You would need to prepare an introductory speech on the book and its author and discussion questions to use with the children after reading the book. Work with the librarians to provide an entertaining half-hour for the children.

Choices: Exploring Modifiers

Here's your chance to step out of the grammar book and into the real world. You may not notice modifiers, but you and the people around you use them every day. The following activities challenge you to find a connection between modifiers and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

CRITICAL THINKING

Face It

There's no point in denying it. Adverbs that modify adverbs can be as confusing as a house of mirrors. Face the problem head on. First, make a list of all kinds of adverbs. Then, find ones that can modify other adverbs. (Start with *so* and *quite*.) Make a list of these adverbs, and share your list with your classmates. They just might appreciate it.

GAME

Concentrate

Do you remember those memory games—the ones with the cards turned face down? Here's a new twist on those old games. Write appropriate words on four groups of cards: nouns, adjectives, verbs, and adverbs. Then, lay all the cards out face down. Each player takes a turn and turns over two cards. If one card cannot sensibly modify the other, turn the cards back over. After all possible matches have been made, the player with the most matches wins.

BUILDING BACKGROUND KNOWLEDGE

Friendly Persuasion

Some of your friends think only adverbs, not adjectives, end in *-ly*. Use a little friendly persuasion to show them the error of their ways. Not only do all adverbs not end in *-ly*, but some adjectives, such as *lovely*, do end in *-ly*. What are some others? Brainstorm a list of adjectives that end in *-ly*. Then, alphabetize your list and pass out copies of it to your classmates.

WRITING

To the Nth Degree

Every day, you make comparisons. For instance, you may check the temperature on one day to see whether it is different from the temperature

on the previous day. Can you think of other events, conditions, or qualities that are regularly compared on some sort of scale? What are these scales? What adjectives or adverbs do these scales use? What scales of measurement does science use? Economics? Fashion? Find out, and write up your findings to share with the class.

BUILDING VOCABULARY

Really and Truly?

Some people are really, really, really tired of hearing *really*. Are you one of them, or are you one of the offenders who would never utter the words *ever so* instead of *really*? Give yourself and your classmates some options. Brainstorm a list of words that could be used instead of *really*. You may want to use a thesaurus to start your list. Then, create a poster of these words to hang in your classroom, with your teacher's permission.

VISUAL

Go with the Flow

Sometimes a picture makes everything clear. If identifying adverbs and adjectives is easy for you, consider this project. Begin by making a list of the questions you ask yourself as you consider the possibilities. Then, make a flowchart detailing the steps in identifying a modifier as an adjective or an adverb. After you have finished, make copies of your flowchart and hand it out to your classmates.

WRITING

A Few of My Favorite Things

There are the things you like, the things you like better, and the things you like best. What are they? Write ten sentences about these things. In each sentence, use at least one of the forms of either *good* or *well*.

One-Word Modifiers

A **modifier** is a word, a phrase, or a clause that makes the meaning of a word or word group more specific.

9a. Adjectives make the meanings of nouns and pronouns more specific.

EXAMPLES **Mexican** food is served there. [The adjective *Mexican* modifies the noun *food*.]
Five players are **ill** today. [The adjectives *five* and *ill* both modify the noun *players*.]

9b. Adverbs make the meanings of verbs, adjectives, and other adverbs more specific.

EXAMPLES The baby napped **peacefully**. [The adverb *peacefully* modifies the verb *napped*.]
The test was **rather** difficult. [The adverb *rather* modifies the adjective *difficult*.]

EXERCISE A For each sentence in the following paragraph, underline the one-word modifier. Then, identify each modifier by writing above it *ADJ* for *adjective* or *ADV* for *adverb*. Do not underline the articles *a*, *an*, and *the*.

Example [1] Su-Jan went to visit the ^{*ADJ*} beautiful city of Seattle.

[1] Su-Jan and her family took a memorable vacation to Washington. [2] They bought a map and enthusiastically looked for places to visit. [3] Su-Jan wanted to see the tall Space Needle. [4] She took a photograph of the unique structure. [5] “We should take a ferry to Vancouver,” said Su-Jan excitedly. [6] The family boarded a ferry and enjoyed the magnificent view of the water. [7] “If we return quickly, we can visit the markets,” she thought. [8] After the visit to Vancouver, the family went to visit an outdoor market. [9] They bought beautiful souvenirs. [10] “We should visit Seattle often,” remarked Su-Jan.

EXERCISE B Supply the type of modifier specified in parentheses to complete each of the following sentences. Write the one-word modifiers on the lines provided.

Example 1. (*adverb*) They noisily slurped the soup from large bowls.

11. (*adjective*) Cecily gathered the _____ flowers in a basket.
12. (*adverb*) My grandfather sprang _____ up the staircase.
13. (*adjective*) I’ve known some _____ people.
14. (*adverb*) My brother listens to _____ loud music.
15. (*adverb*) The dog trotted _____ through the woods.

Phrases Used as Modifiers

A **modifier** is a word, a phrase, or a clause that makes the meaning of a word or word group more specific. Like one-word modifiers, phrases can also be used as adjectives and adverbs.

EXAMPLES Jason chose the parakeet **with the green and white feathers**. [The prepositional phrase *with the green and white feathers* acts as an adjective that modifies the noun *parakeet*.]

After the play we attended the cast party. [The prepositional phrase *After the play* acts as an adverb that modifies the verb *attended*.]

EXERCISE For each of the following sentences, indicate whether the underlined phrase is used as an adjective or an adverb. Above each, write *ADJ* for *adjective* or *ADV* for *adverb*. Then, circle the word each phrase modifies.

Example 1. Did you see the dog ^{ADJ} with the long ears?

1. The boy on the swing is my brother.
2. Where can we find a book of African folk tales?
3. They applauded after the performance.
4. We found the key to the chest.
5. A singer with a high voice is called a soprano.
6. She ate her meal with chopsticks.
7. The argument over the final score was finally settled.
8. They left this morning without me.
9. The opossum hid quietly behind the log.
10. My mom says, "Never eat snacks before dinner."
11. Everyone gasped as the horse galloped around the barrels.
12. The pig with the spots snorted several times.
13. Neither of us arrived before supper.
14. She cut the silhouettes from construction paper.
15. The player in the middle is the best.
16. They played outside in the rain.
17. Beneath the porch, the dogs lounged in the shade.
18. The girl in the picture is my sister.
19. Every song on the CD is fabulous.
20. Cactus was one of my favorite dishes.

Clauses Used as Modifiers

A **modifier** is a word, a phrase, or a clause that makes the meaning of a word or word group more specific. Like words and phrases, clauses can also be used as modifiers.

EXAMPLES Jackie, **who plays guard**, is one of the team captains. [The adjective clause *who plays guard* modifies the noun *Jackie*.]

When you get home, please prepare the Greek salad. [The adverb clause *When you get home* modifies the verb *prepare*.]

EXERCISE For each of the following sentences, identify whether the underlined clause is used as an adjective or an adverb. Above each, write *ADJ* for *adjective* or *ADV* for *adverb*. Then, circle the word or words each clause modifies.

Example 1. ^{ADV} After we ate dinner, we cleared the table.

1. Before I went to the movie, I read the reviews.
2. Vicky, who just moved here, will be our pitcher.
3. The magazine that I was looking for was under the couch.
4. Since I have started studying each afternoon, I am making better grades.
5. We learned that the substitute teacher who was here last week is from Toronto.
6. Because he was tired, he took a long nap.
7. She exercises after she gets home from school.
8. The storm that we heard about is moving toward the west.
9. When Pablo won the tennis match, he was very happy.
10. Did you see the play that our class wrote?
11. After I dance, I usually feel better.
12. Annie, who won tickets to the rodeo, enjoyed seeing the horses.
13. Milk, which is a good source of calcium, helps strengthen bones.
14. Because he tried so hard, he usually succeeded.
15. Luzelle watched the stingray, which swam just below the surface of the water.
16. Since I learned how to do math, I've enjoyed it a lot more.
17. One of the pictures that he painted is hanging on the wall.
18. The woman who wore glasses was the one who made the muffins.
19. Spoons and plates clattered to the floor when she dropped the tray.
20. Ice hockey, which is popular here, soon became Paul's favorite sport.

Words, Phrases, and Clauses Used as Modifiers

A **modifier** makes the meaning of another word or word group more specific. A modifier can be a single word, a phrase, or a clause.

ONE WORD Renee **carefully** sketched **red** and **yellow** tulips. [The adverb *carefully* modifies *sketched*. The adjectives *red* and *yellow* modify *tulips*.]

PHRASE The squirrel jumped **onto the next tree**. [The adverb phrase *onto the next tree* modifies *jumped*.]

CLAUSE The egg rolls **that were served with lunch** were delicious. [The adjective clause *that were served with lunch* modifies *egg rolls*.]

EXERCISE A For each sentence in the following paragraph, indicate whether the underlined word or word group is used as an adjective or an adverb. Above each, write *ADJ* for *adjective* or *ADV* for *adverb*. Then, circle the word each word or word group modifies.

Example [1] The girl chose the bird ^{*ADJ*} that seemed to be the friendliest.

[1] Jillian's father kindly gave her a wonderful gift. [2] Because she was very responsible, he let her pick out a bird. [3] Jillian preferred birds that are very social. [4] In a number of books, she read about different types of birds. [5] She chose a cockatoo that was very intelligent and talkative. [6] The cockatoo had a yellow crest. [7] Jillian bought a cage with several perches. [8] When she returned with the bird, her father gave her supplies that she would need. [9] She fed the cockatoo a nutritious diet. [10] The cockatoo, which Jillian named Ludwig, charmed everyone.

EXERCISE B Supply the type of modifier specified to complete each of the following sentences. Write the words, phrases, or clauses used as modifiers on the lines provided.

Example 1. (*clause used as an adverb*) Because I had slept late, I was tardy.

11. (*phrase used as an adjective*) The boy _____ won first place.
12. (*single-word adverb*) Ernest stomped _____ through the house.
13. (*clause used as an adjective*) The baby _____ has learned to crawl.
14. (*phrase used as an adverb*) He scooted across the floor and _____.
15. (*clause used as an adverb*) I didn't tell her the story _____.

Regular Comparisons

9c. The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE

slim

sandy

sweetly

wonderful

COMPARATIVE

slimmer

sandier [or **more** sandy]**more** sweetly**more** wonderful**SUPERLATIVE**

slimmest

sandiest [or **most** sandy]**most** sweetly**most** wonderful

EXERCISE Write the comparative and superlative forms of each of the following modifiers.

Comparative**Superlative****Example 1.** intelligent*more intelligent**most intelligent*

1. careful

2. bright

3. colorful

4. shiny

5. slowly

6. peacefully

7. calm

8. quickly

9. loud

10. cheerfully

11. dedicated

12. quietly

13. rudely

14. old

15. honest

16. loyal

17. firmly

18. rich

19. sloppily

20. dimly

Irregular Comparisons

Some modifiers do not form their comparative and superlative degrees by using the regular methods.

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
well	better	best
bad	worse	worst
many	more	most
much	more	most

Notice that you don't have to add *-er/-est* or *more/most* to the irregular forms. For example, *better* is the comparative form of *well* or *good*. *More better* and *betterer* are nonstandard forms.

EXERCISE On the line provided in each of the following sentences, write the form of the modifier described in parentheses.

Example 1. We all tell scary stories well, but Len tells them best. (superlative form of *well*)

- Jana is the _____ skater in her family. (superlative form of *good*)
- Over the years, Mr. Hernandez has organized _____ blood drives than any other teacher at our school. (comparative form of *many*)
- In one story, the _____ villain of all time turns out to be a hero. (superlative form of *bad*)
- Howard makes _____ green chili stew than his mother does. (comparative form of *good*)
- Of all the high school teams, the Tigers have the _____ victories so far this season. (superlative form of *many*)
- Miguel plays basketball _____ than he did last year. (comparative form of *well*)
- Which band member raised the _____ money for the trip? (superlative form of *much*)
- Your mistake was bad, but mine was even _____. (comparative form of *bad*)
- Toshi showed _____ kindness than her sister did. (comparative form of *much*)
- Everyone in the play dances well, but I think Melissa dances _____ of all. (superlative form of *well*)

Regular and Irregular Comparisons A

9c. The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	tallest
beautiful	more beautiful	most beautiful
good	better	best
bad	worse	worst
many	more	most

EXERCISE A On the line provided in each of the following sentences, write the form of the modifier described in parentheses.

Example 1. This structure is the sturdier of the two. (comparative form of *sturdy*)

- My aunt thinks this is the _____ painting of all. (superlative form of *beautiful*)
- Rhonda has _____ books than I do. (comparative form of *many*)
- Esperanza is the _____ girl on the team. (superlative form of *tall*)
- Jacqui gave Ellen the _____ necklace. (superlative form of *pretty*)
- That last one was my _____ pitch of the day. (superlative form of *bad*)
- Manuel did _____ than he expected on the test. (comparative form of *well*)
- Tyugen is my _____ friend. (superlative form of *good*)
- The news about the hurricane is _____ in this newspaper. (comparative form of *clear*)
- Geoffrey and Keith were the _____ of all the runners. (superlative form of *fast*)
- I think this poem is _____ than the other one. (comparative form of *good*)

EXERCISE B For each of the following sentences, write the form of the modifier described in parentheses.

Example 1. Is that movie longer than the other one? (comparative form of *long*)

- Which film won the prize for _____ original score? (superlative form of *good*)
- The voters thought that one film had _____ music than the others. (comparative form of *good*)
- The film is about a young woman and a _____ monster. (positive form of *hair*)
- The beast looks scary at first, but he is _____. (positive form of *kind*)
- My brother has seen this movie _____ than he has seen any other. (comparative form of *often*)

Regular and Irregular Comparisons B

9c. The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
funny	funnier	funniest
gently	more gently	most gently
well	better	best
bad	worse	worst
much	more	most

EXERCISE A For each of the following sentences, write the form of the modifier described in parentheses.

Example 1. Who is the best female athlete on the United States team?
(superlative form of *good*)

- Jackie Joyner-Kersey jumped the _____ distance of all the long-jump competitors in the 1988 Olympics. (superlative form of *great*)
- In 1956, a Polish woman beat the 1952 Olympic record by jumping only slightly _____. (comparative form of *far*)
- In 1964, a British woman beat the record for the _____ jump. (superlative form of *long*)
- In 1980, a Soviet jumper leaped a little _____ than twenty-three feet. (comparative form of *much*)
- A Romanian won in 1984, but her jump was _____ than the 1980 Soviet jump. (comparative form of *short*)

EXERCISE B For each of the following sentences, write in the form of the modifier described in parentheses.

Example 1. This umbrella is stronger than that one. (comparative form of *strong*)

- These flowers are _____ than those. (comparative form of *bright*)
- We were the _____ students in the school. (superlative form of *happy*)
- This bread tastes _____ than the bread I ate yesterday. (comparative form of *bad*)
- Are her math skills _____ than her writing skills? (comparative form of *good*)
- Douglas thought his brother was _____. (positive form of *wise*)

Use of Comparative and Superlative Forms A

9c. The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

(1) The **positive degree** is used when only one thing is being modified and no comparison is being made.

EXAMPLE That is a **cute** puppy.

(2) The **comparative degree** is used when two things are being compared.

EXAMPLE This puppy is **cuter** than the other one.

(3) The **superlative degree** is used when three or more things are being compared.

EXAMPLE This puppy is the **cutest** of all.

EXERCISE A Underline the correct form of the modifier in parentheses in each of the following sentences.

Example 1. Of those two dancers, the second one dances (more skillfully, most skillfully).

1. African dancing is (*more popular*, most popular) at our school than basketball.
2. Our club has the (*more*, most) students of any special program at our school.
3. Of the two of us, Shamar is (*better*, best) at African dance.
4. Derrick used to think he was the (*worst*, worse) dancer in the class.
5. A good dancer listens (*more closely*, most closely) to the rhythms than to the words of the songs.

EXERCISE B On the line provided in each of the following sentences, write the correct form of the modifier in parentheses.

Example 1. China is the only country with a larger population than that of India. (*large*)

6. The Indian civilization is one of the _____ in the world. (*ancient*)
7. In 3000 B.C., the _____ villages in all India were in the Indus River Valley. (*large*)
8. India produced some of the _____ spices and teas in the world. (*fine*)
9. Great Britain had a _____ military than India had in the eighteenth century. (*strong*)
10. By 1947, it became apparent that India's desire for independence was _____ than the strength of the British. (*great*)

Use of Comparative and Superlative Forms B

9c. The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

(1) The **positive degree** is used when only one thing is being modified and no comparison is being made.

EXAMPLE That joke is quite **funny**.

(2) The **comparative degree** is used when two things are being compared.

EXAMPLE This joke is even **funnier**.

(3) The **superlative degree** is used when three or more things are being compared.

EXAMPLE This joke is the **funniest** of them all.

EXERCISE A Underline the correct form of the modifier in parentheses in each of the following sentences.

Example 1. The trumpet was the (*louder*, *loudest*) instrument in the quintet.

- Marcos always wanted to learn how to play (*more*, *most*) instruments.
- He enjoys playing the clarinet the (*more*, *most*).
- The clarinet's range is (*higher*, *highest*) than the trombone's.
- Marcos also thought that the clarinet was (*easier*, *easiest*) than the flute.
- The reed in the clarinet allows him to do (*more*, *most*) things with the instrument.
- For example, Marcos can bend a note to make it slightly (*lower*, *lowest*).
- Of course, the clarinet is not the (*easier*, *easiest*) instrument to play.
- Some people think that percussion instruments are the (*more*, *most*) fun.
- Percussion players often have (*better*, *best*) rhythm than other people.
- Some think that percussionists must concentrate the (*harder*, *hardest*) of all the band members.

EXERCISE B On the line provided in each of the following sentences, write the correct form of the modifier in parentheses.

Example 1. At the museum, Carla said that painters are some of the *most creative* people in the world. (*creative*)

- Mother thought that the Georgia O'Keeffe painting was the _____ of all. (*fine*)
- Of the two paintings, the van Gogh was the _____. (*dark*)
- Mother told us that van Gogh lived a _____ life than most artists. (*sad*)
- Many of van Gogh's later paintings are _____ than his earlier ones. (*bright*)
- The artist Monet lived to be _____ than van Gogh. (*old*)

Good and Well

9d. The modifiers *good* and *well* have different uses.

(1) Use **good** to modify a noun or a pronoun.

EXAMPLE Our dog Brickle is a **good** swimmer. [The adjective *good* modifies the noun *swimmer*.]

(2) Use **well** to modify a verb.

EXAMPLE Our dog Brickle swims **well**. [The adverb *well* modifies the verb *swims*.]

Well may also be used as an adjective meaning “in good health.”

EXAMPLE My grandmother is **well** now. [The adjective *well* modifies the noun *grandmother*.]

EXERCISE A In each of the following sentences, draw an arrow from the underlined word to the word it modifies.

Example 1. Evan played well in today’s game.

1. Twyla Tharp is a very good choreographer.
2. All the dancers move well.
3. Did you have a good sandwich for lunch?
4. Reuben writes well and wants to be a journalist.
5. Cotton is a good fabric for many types of clothing.

EXERCISE B On the line provided in each of the following sentences, write either *good* or *well* to complete the sentence correctly.

Example 1. Did you do well on the test today?

6. My great-grandmother has _____ eyesight.
7. Mr. Kwan was sick last week, but now he is _____.
8. Doesn’t Emilia tell _____ stories?
9. Mrs. Park remembers her life in Russia _____.
10. How _____ does your father cook?
11. My little cousin Anna is a _____ baby.
12. Did your dog perform _____ at the obedience competition?
13. Marcus plays basketball _____, but he prefers soccer.
14. We have made a _____ start on our science project.
15. I can see _____ even in the dark.

Adjective or Adverb?

9e. Use adjectives, not adverbs, after linking verbs.

Linking verbs, such as *be*, *seem*, *become*, *feel*, *remain*, and *appear*, are often followed by predicate adjectives. These adjectives describe, or modify, the subject.

EXAMPLES Venezuela became **independent** [not *independently*] in 1821. [The predicate adjective *independent* modifies the subject *Venezuela*.]

Does Jonathan look **unhappy** [not *unhappily*] today? [The predicate adjective *unhappy* modifies the subject *Jonathan*.]

EXERCISE A For each of the following sentences, decide whether the verb is an action verb or a linking verb. Write *ACT* for *action verb* or *LINK* for *linking verb* on the line provided. Then, underline the correct form of the modifier in parentheses.

Example _____ 1. The ice dancers looked (happy, happily) when they were dancing.

- _____ 2. One couple moved (*quick*, quickly) over the ice.
- _____ 3. They seemed quite (*light*, lightly) as they moved easily on the ice.
- _____ 4. The man seems (*strong*, strongly).
- _____ 5. He lifted his dance partner (*easy*, easily) over his shoulder.
- _____ 6. She landed (*light*, lightly) on the ice.
- _____ 7. He twirled her (*graceful*, gracefully).
- _____ 8. They moved so fast that the ice did not feel (*cold*, coldly).
- _____ 9. We learned that they practice (*regular*, regularly).
- _____ 10. Ice dancing seems very (*difficult*, difficultly).
- _____ 11. However, the skaters make it look quite (*simple*, simply).

EXERCISE B In the following sentences, identify the form of the underlined word by writing *ADJ* for *adjective* or *ADV* for *adverb*. Then, draw an arrow from the modifier to the word modified.

Example 1. The boys were sleepier than they had been the previous night.

11. The campers' bags were heavier when they were full.
12. The trail grew steeper as the boys continued.
13. The boys seemed happier after they had eaten.
14. They could now hike farther with less equipment to carry.
15. The skies soon turned dark, so they pitched their tents early.

Double Comparisons

9f. Avoid using double comparisons.

A **double comparison** is the use of both *-er* and *more* (or *less*) or both *-est* and *most* (or *least*) to form a single comparison. When you make a comparison, use only one of these forms, not both.

NONSTANDARD Margarita is my most oldest friend.

STANDARD Margarita is my **oldest** friend.

EXERCISE A Underline the correct form of the modifier in parentheses in each of the following sentences.

Example 1. Some of Nikki Giovanni's poems are about her (*most happiest, happiest*) childhood memories.

1. Clara thinks that yogurt is (*more better, better*) than ice cream.
2. Frances has a (*more softer, softer*) voice than Tonya has.
3. Last year was the (*most saddest, saddest*) year of my life.
4. Maya runs (*faster, more faster*) than her brother.
5. He is the (*kindest, most kindest*) man I have ever known.
6. This spring is (*warmer, more warmer*) than last spring.
7. The tulips bloomed (*more earlier, earlier*) than they did last year.
8. Right now my room is the (*most messiest, messiest*) it has ever been.
9. The (*worstest, worst*) day was the day I broke my arm.
10. Mr. Johnson feels (*better, more better*) today than he did yesterday.

EXERCISE B In each of the following sentences, cross out any incorrect modifier and write the correct form above it. If the sentence is already correct, write C on the line provided.

Example _____ 1. This sunset is the ~~most prettiest~~ ^{prettiest} I've seen this fall.

- _____ 11. Isn't this weather the bestest we've had all year?
- _____ 12. Ruth thought that Jacob was the most handsomest of the three brothers.
- _____ 13. Which of the two plants do you think is more beautiful?
- _____ 14. Jacqueline's house is more farther away than my house.
- _____ 15. Mayumi claimed to have the worstest singing voice in the class.

Double Negatives

9g. Avoid using double negatives.

A **double negative** is the use of two or more negative words to express one negative idea.

NONSTANDARD I do not have no computer at my house. [The negative words are *not* and *no*.]

STANDARD I do **not** have a computer at my house.

STANDARD I have **no** computer at my house.

EXERCISE On the line provided, revise each sentence to eliminate the double negative. Although there is more than one possible answer, you need to write only one revision. If a sentence is already correct, write C on the line.

Example 1. This book doesn't have no index. *This book doesn't have an index. or This book has no index.*

1. We didn't have no pears on our tree this year. _____

2. Rex hasn't told no one about his parents' trip. _____

3. Sheila never eats nothing between meals. _____

4. I have never found any arrowheads in this field. _____

5. I can't barely hear you. _____

6. Boris hardly said nothing. _____

7. Mr. Navarro's explanation didn't make no sense to me. _____

8. Darcy has made no plans for the Chinese New Year. _____

9. This pencil doesn't have no eraser. _____

10. Joe hadn't done nothing all day. _____

Misplaced One-Word Modifiers

9h. Place modifying words, phrases, and clauses as close as possible to the words they modify.

The placement of a one-word modifier may affect the meaning of a sentence. Place adjectives and adverbs so that they clearly modify the words you intend them to modify.

EXAMPLES **Later** Dad said we could go fishing. [Dad made the statement later.]

Dad said we could go fishing **later**. [According to Dad, we may go fishing later.]

Only two workers were sent to trim the maple tree. [Two workers and no more were sent.]

Two workers were sent to trim **only** the maple tree. [The two workers will trim the maple tree and no other trees.]

EXERCISE For each of the following sentences, insert the given modifier in the proper place. The intended meaning for each sentence is included in parentheses. To insert the modifier, place a caret (^) in the proper place and write the word above the caret.

Example 1. ^{frequently}
Gabriel ^ dreams of going fishing with his father. (*frequently*: He has the dream often.)

1. Claire sang for the guests who had gathered around the piano. (*sweetly*: Her singing was sweet.)
2. Miriam invites her friends to eat dinner with her. (*often*: The invitation occurs often.)
3. Roberto lifted the bird and put it in a cage. (*carefully*: Roberto was careful when he put the bird in a cage.)
4. Mother said she wanted us to prepare lunch. (*early*: The preparation takes place early.)
5. The invited lecturer spoke, and the audience listened. (*clearly*: The lecturer's speech was clear.)
6. Mauricio finished the race and found some cold water. (*quickly*: He was quick to find water.)
7. Annie goes jogging in the park after she gets home from school. (*frequently*: Her going jogging is a frequent event.)
8. The mother whispered to her daughter and hugged her. (*lovingly*: Her hug was loving.)
9. The tennis player picked up her racket and served the ball. (*impatiently*: She was impatient to pick up the racket.)
10. The cat crept toward the toy and pounced on it. (*silently*: The creeping was silent.)

Misplaced Prepositional Phrases

- 9h.** Place modifying words, phrases, and clauses as close as possible to the words they modify.

Place a prepositional phrase so that it clearly modifies the word you intend it to modify.

MISPLACED The kitten was jumping into the little girl's arms in the picture.

CLEAR The kitten **in the picture** was jumping into the little girl's arms.

MISPLACED Mr. Chen explained how tornadoes form in science class.

CLEAR **In science class**, Mr. Chen explained how tornadoes form.

EXERCISE Each of the following sentences has a misplaced prepositional phrase. Rewrite each sentence, placing the phrase near the word it modifies.

Example 1. She spoke to the boy who seemed troubled in a soft voice. *She spoke in a soft voice to the boy who seemed troubled.*

1. Two robins kept a watchful eye on the dog in a tree. _____

2. That dress was hemmed by my aunt with yellow lace. _____

3. An engineer bought a new house from Seattle. _____

4. The books belong to my brother in that box. _____

5. The house was built by my uncle by the lake. _____

6. All of the tourists visited the Empire State Building from Miami. _____

7. Immanuel sang a song for Berta with a pretty melody. _____

8. I bought a cactus from the store clerk with sharp stickers. _____

9. Please put my umbrella in the car with the long handle. _____

10. The cow watched us drive by in the pasture. _____

Misplaced Adjective Clauses

9h. Place modifying words, phrases, and clauses as close as possible to the words they modify.

Adjective clauses should generally be placed directly after the words they modify.

MISPLACED Our neighbor's dog howls all the time, which is a beagle.

CLEAR Our neighbor's dog, **which is a beagle**, howls all the time.

MISPLACED The print is by a famous Dutch artist that my aunt gave us.

CLEAR The print **that my aunt gave us** is by a famous Dutch artist.

EXERCISE Each of the following sentences has a misplaced adjective clause. Rewrite each sentence, placing the adjective clause near the word it modifies.

Example 1. The teacher sent us a letter who had visited our school. *The teacher who had visited our school sent us a letter.*

1. Both of the chairs will go in the living room that you bought. _____

2. I read the book during my vacation that you recommended. _____

3. Carol says the painter demonstrated his technique whom she admired. _____

4. The car needs new tires that you picked out. _____

5. Is the vase still in a box that Grandmother sent us? _____

6. A soccer player arrived on the field who was wearing a new uniform. _____

7. The man wrote the article with whom she spoke. _____

8. The chapter will be on the test that we read today. _____

9. We photographed the flowers and developed the pictures that grew in her backyard. _____

10. The boy has a new mountain bike whom you met. _____

Placement of Modifiers A

9h. Place modifying words, phrases, and clauses as close as possible to the words they modify.

MISPLACED WORD We heard that the shuttle launch will be delayed yesterday.

CLEAR We heard **yesterday** that the shuttle launch will be delayed.

MISPLACED CLAUSE Uncle Felipe is going to teach me the tango, who is a professional dancer.

CLEAR Uncle Felipe, **who is a professional dancer**, is going to teach me the tango.

EXERCISE Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be. In some cases, there may be more than one way to correct a sentence.

Example 1. The students asked the teacher many questions who were preparing for the test.

1. Danielle woke up so she could get all her work done before sunrise earlier than usual.
2. The chair was built by my uncle in the corner.
3. Do you know the man next to the large dog who is walking with a cane?
4. The piano belongs to my sister, which is out of tune.
5. The dog barked with long, floppy ears at the guests.
6. Can you find the city on the map that we visited?
7. Gabriela went jogging after a long day through the trails.
8. Traci brushes her teeth after she wakes up always.
9. Dogs are great companions to take camping that like romping outdoors.
10. The review was not well written about the new movie.
11. Franco uses his typewriter since he got a computer rarely.
12. Did the tree blossom in the spring that you planted?
13. There are some peanuts on the table in a can.
14. The movie amused the audience, which was a romantic comedy.
15. Adela eats an apple after she finishes her homework occasionally.
16. The sleepy little boy climbed out of the comfortable bed with brown hair.
17. The apples are from the grocery store in that bag.
18. Sara opened the gifts in the kitchen that her friends brought.
19. The man is my neighbor at the door.
20. The cat rested in the chair with yellow eyes.

Placement of Modifiers B

9h. Place modifying words, phrases, and clauses as close as possible to the words they modify.

MISPLACED WORD Dad says he likes to play tennis on Saturday always.

CLEAR Dad **always** says he likes to play tennis on Saturday.

Dad says he **always** likes to play tennis on Saturday.

MISPLACED CLAUSE Ms. Ramirez just had a baby son, who teaches Spanish.

CLEAR Ms. Ramirez, **who teaches Spanish**, just had a baby son.

EXERCISE Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be.

Example 1. The leader looked at the crowd of listeners, who had just made a long speech.

1. The children played new games, who were at recess.
2. The bookcase was built by my sister that is painted green.
3. We met the actor and his wife with the gray beard.
4. The duck swam on the lake with the spoon-shaped bill.
5. My sister under the mat left an extra key.
6. The police officers took a lunch break who had just finished a call.
7. Friedrich said he goes to bed on school nights earlier.
8. The squirrel ran up the tree with the long tail.
9. Michelle goes with her father to work after she gets home from school sometimes.
10. We do our homework before going out to play always.
11. The oranges don't look ripe from that tree.
12. A student visited our school who is from Ecuador.
13. I put my sandwich in my lunchbox that I will eat at lunchtime.
14. The puppeteers finished the show who had been performing.
15. An athlete listened to the coach who is my teammate.
16. Did you find the skates that I mentioned to you with the sharp blades?
17. We watched the videotape yesterday morning about wildlife.
18. He said yesterday we would go.
19. The lion roared at the onlookers with the large mane.
20. The meal was the best I had ever eaten that you cooked for me.

Review A: Forms and Comparisons

EXERCISE On the line provided in each of the following sentences, write the correct form of the modifier given in parentheses.

Example 1. This problem is more difficult than the first. (*difficult*)

1. I feel _____ than I did yesterday. (*well*)
2. Both rugs are beautiful, but I think this one is _____. (*durable*)
3. That is the _____ thing anyone has ever said to me! (*nice*)
4. Next time, speak _____ onstage than you did today. (*slowly*)
5. This is the _____ storm I have ever seen. (*bad*)
6. Blue is a _____ color on you than green. (*good*)
7. This chemical is the _____ material in the factory. (*hazardous*)
8. You perform _____ on tests than you do on homework. (*well*)
9. Of those two flags, which one is _____? (*colorful*)
10. What was the _____ moment of your baseball career? (*exciting*)
11. Marco thinks this one is the _____ of the two curries. (*spicy*)
12. This is the _____ fruit I have ever tasted. (*sweet*)
13. She seemed to be the _____ girl in the world. (*happy*)
14. Sarah was flying the _____ of the two kites. (*large*)
15. This perfume smells _____ than that one does. (*strong*)
16. The _____ mountain in Africa is in Tanzania. (*tall*)
17. Of all our trees, the lime tree grew _____. (*well*)
18. Which of these two towels is _____? (*white*)
19. The starter on the car is getting _____ every day. (*bad*)
20. In the yard, a rake would be _____ than a broom. (*useful*)

Review B: Special Problems and Double Negatives

EXERCISE A Underline the correct modifier in parentheses in each of the following sentences.

Example 1. Many of the students shifted (*restless*, *restlessly*) in their seats.

1. My sister was sick, but now she is (*good*, *well*).
2. As the curtain rose, the dancers took the stage (*graceful*, *gracefully*).
3. Mina felt (*good*, *well*) about her grades.
4. This perfume will remain (*fragrant*, *fragrantly*) for many years.
5. Your chowder tastes as (*good*, *well*) as it smells.
6. After his talk with the coach, Joel appeared (*solemn*, *solemnly*).
7. Jason finished his chores (*more quickly*, *more quicklier*) than David.
8. You always do (*good*, *well*) in science.
9. Martin felt (*calm*, *calmly*) during the test.
10. The students did a (*good*, *well*) job on the science project.

EXERCISE B Most of the following sentences contain either double comparisons or double negatives.

Correct each sentence by crossing out the incorrect form and writing the correct form above it. If a sentence is already correct, write C on the line provided.

Example 1. The dog's condition is ^{worse}~~worser~~ today than yesterday.

- _____ 11. I think spinach tastes more better than lettuce.
- _____ 12. There isn't no milk in the refrigerator.
- _____ 13. To my surprise, I did not see anyone I knew at the game.
- _____ 14. She's the most fastest skater I know.
- _____ 15. The boys didn't do nothing wrong.
- _____ 16. Dad thinks the lead dancer is the bestest in the world.
- _____ 17. Those monkeys are the noisiest animals in the entire wildlife park.
- _____ 18. Maria hasn't never gone swimming in a lake.
- _____ 19. The little boy could not find his dog nowhere.
- _____ 20. This hat is more expensiver than the one at the other store.

Review C: Misplaced Modifiers

EXERCISE Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be.

Example 1. We were introduced to the girl who joined our team with long, red hair.

1. I enjoyed the article about elephants that you sent me.
2. Luigi played a composition for my friends by Bach.
3. The building has several offices inside, which overlooks the highway.
4. Mrs. Peterson recommended the book to all the children about African dances.
5. The bird landed on a branch with white-tipped wings.
6. Our relatives came over for Thanksgiving, who are living in Algeria.
7. We studied Glinka and learned a great deal, who is a Russian composer.
8. Mother makes us breakfast every morning with orange juice.
9. The singers practiced the song who had just joined the choir.
10. Have you met the principal already who will be speaking?
11. Janet picked blackberries to use for the dessert from the vine.
12. I watch the train go by before I go to school usually.
13. They sent some flowers to my aunt with a nice card.
14. The children tie their shoelaces carefully before riding their bikes always.
15. Evan writes in cursive when taking notes rarely.
16. The tree is nearly a hundred years old in our backyard.
17. My favorite song was playing on the radio from the musical *Oliver!*
18. The rope is not strong enough that you bought yesterday.
19. He put the ring on her finger with several small diamonds.
20. Su-Lin wrote a poem for the class about friendship.

Review D: All Types of Problems

EXERCISE A For each of the following sentences, underline the correct form of the modifier in parentheses.

Example 1. Miguel was the (better, best) of the two golfers.

1. Katerina had read the (*more*, *most*) books over the summer.
2. Kristen is (*taller*, *tallest*) than Jonathan.
3. We were the (*fastest*, *most fastest*) swimmers on the team.
4. Did Margarette write (*more*, *most*) pages than Colleen?
5. Of the two photographs, the darker one is (*worse*, *worst*).
6. Angelo was the (*happiest*, *most happiest*) child in the room.
7. This book is (*better*, *more better*) than the one I read last week.
8. Juanita can ride her bike (*faster*, *more faster*) than I can.
9. Georgia's last putt was her (*worst*, *most worst*) one all day.
10. Which of the two paintings do you like (*better*, *best*)?

EXERCISE B Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be.

Example 1. The roses are growing beside the house that Mother planted.

11. Peter's iguana got out of his cage with the long tail.
12. The violinist spoke to the audience, who was carrying her violin and bow.
13. Carl goes to a movie when he gets home from church occasionally.
14. The birthday party was fun for everyone that we had last week.
15. Sandy dropped her tray nearly on the floor.
16. Anita won the prize for best actress, who is the daughter of a famous singer.
17. A bird stood on a log with a long beak.
18. The senator delivered a speech who had just been elected.
19. This shirt needs to be washed with the tan collar.
20. My grandmother will be living with us, who just retired.

Proofreading Application: Art Critique

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Whenever you make evaluations and comparisons, you use modifiers—adjectives and adverbs. Modifiers are the words that best express evaluations and comparisons. If you don't use modifiers correctly, people might not understand what you are saying. Correct use of modifiers will enable you to communicate your opinions clearly and effectively.

PROOFREADING ACTIVITY

Find and correct the errors in modifiers in the following classroom art critique. Use proofreading symbols to make your corrections.

Example Wow! This artist draws ^{well}~~good~~!

Of all the paintings in the class, this one is better. It uses color quite good. The greens and reds are more colorfuller than those I usually see. Certainly, the dragon theme is the most excitingest theme in this group of art works. The dragon is made more scarier by the fire's realism. However, the tail of the dragon looks badly and part of it is off the canvas. Why didn't the artist plan more wiser? Why doesn't the dragon have no teeth? The dragon actually seems alive to most viewers. In conclusion, this painting is wonderful, but I hope that the artist plans more careful next time.

Literary Model: Folk Tale

Dog found a spot near the front of the cave, settled down and went to sleep.

Everybody knows that Dog has the best hearing of almost any animal in the world. Dog could hear a raindrop fall on cotton.

In the darkest part of the night, the time of night that's so scary even Moon wishes she had someplace to hide, Dog woke up suddenly. . . .

Dog ran back to the front of the cave and waited. The footsteps got louder and louder until out of the forest, holding a tree in each hand, came Gorilla.

Dog growled his growliest growl. He rushed at Gorilla and barked his barkiest bark. Gorilla looked down, picked Dog up, and threw him over his shoulder. . . .

—excerpt from “Why Dogs Chase Cats,” retold by Julius Lester

EXERCISE A List ten of the one-word modifiers (adjectives and adverbs) used in the passage above. Beside each modifier, write the word it modifies.

	MODIFIER	WORD MODIFIED		MODIFIER	WORD MODIFIED
Example	1. <u>best</u>	<u>hearing</u>			
	1. _____	_____		6. _____	_____
	2. _____	_____		7. _____	_____
	3. _____	_____		8. _____	_____
	4. _____	_____		9. _____	_____
	5. _____	_____		10. _____	_____

EXERCISE B

1. Which modifiers are superlative forms? Comparative forms?

2. Which two modifiers are invented words?

USAGE | Language in Context: Literary Model

[illegible][illegible]

Writing Application: Using Modifiers in a Description

Putting modifiers in the wrong place can result in some funny sentences. Read each sentence aloud, and think about what the writer meant to say as opposed to what the sentence actually says.

INCORRECT Walking down the neatly edged sidewalk, the capitol dome loomed in the distance.
Smothered with jalapeños, they gobbled up the enchiladas.

These sentences are amusing—as long as you didn’t write them! Be sure that all modifiers are as near as possible to the word or words that they modify.

CORRECT Walking down the neatly edged sidewalk, we saw the capitol dome looming in the distance.
Smothered with jalapeños, the enchiladas steamed on the plate.

WRITING ACTIVITY

In your social studies class, you are studying geography and are planning to put together a global map. Each student will write a well-developed paragraph about a city that he or she would like to visit someday. Choose a city to write about, and learn a little about it from encyclopedias, online sources, or books—all sources that travelers turn to before they visit a city. As you write your paragraph, use at least five descriptive modifiers. Be sure to place each modifier as close as possible to the word it modifies.

PREWRITING For this exercise, you will need to do a little advance work. Find out some details about your city: What’s the best time of the year to visit? What are the city’s most visited spots? Is the city valued for its beauty, its history, or perhaps for some special item that is made there? You are writing only one paragraph, but you should pack it full of tempting details.

WRITING You will need to decide how to arrange your paragraph, and you have several organizational patterns to choose from. You could take readers on a tour through the city streets or spend some time talking about the city’s history or mention why this city appeals to you. Outlining provides a quick method for experimenting with several plans. Try a few patterns, and choose your favorite.

REVISING Once you have an organized draft of the paragraph, consider its overall tone. Think of it as a little travel brochure designed to interest readers visiting the city. Read the paragraph to several friends, and ask them if the paragraph interests them in the city and why. Use their responses as you tailor your paragraph for other students.

PUBLISHING Check your paragraph for mistakes in grammar, usage, spelling, and punctuation. Find a picture of the city to post with the neatly written paragraph. Then, work with your classmates to prepare a bulletin board with a world map. Learn from other students about cities they would like to visit someday.

EXTENDING YOUR WRITING

You could extend this assignment by making your paragraph part of a travel brochure that you create. Collect or draw pictures of the city you wrote about, and design a brochure encouraging others to visit that city.

Choices: Practicing Correct Usage

Here's your chance to step out of the grammar book and into the real world. You may not notice standard English usage, but you and people around you use it every day. The following activities challenge you to find a connection between usage and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

ART

Road Signs

Create road signs cautioning against errors in usage. Begin by sketching the actual road signs you see every day. You can find many of these in a state-issued driver's manual or in a driver's education textbook. You may be surprised to learn that the shape of a road sign has a meaning. Incorporate these shapes into your designs, and show your sketches to the class.

GRAPHICS

Day by Day

Have you seen those calendars with a saying for every day on them? Make a week-long calendar with one usage word pair or entry on each page. Then, hang your calendar as a class display. Don't forget to turn the page each day.

ETYMOLOGY

One Little Word

As you read the glossary, did you notice the number of usage problems associated with the word *of*? This one little word certainly causes a lot of trouble. Look up the word *of* in a good dictionary. What is its etymology—its roots and their original meanings? From what languages did it emerge? Is there anything in its history that could explain why it is such a troublemaker? Report your findings to the class.

WRITING

In Your Own Words

The entries in your glossary cover only a few of the usage errors that you are likely to encounter. What errors would you like to add to this list? Keep a journal for five days. In your journal, make notes of usage errors that you think should be included. Feel free to include actual usage errors you hear in conversations or see in print. Then, write your own additions to the glossary.

DIALOGUE

Opposites Attract

How would conversations sound if half of us used our words correctly, while the other half made constant usage errors? Create a dialogue that involves one perfect speaker and one not-so-perfect speaker. Make sure that your first speaker makes no usage errors, while the other incorrectly uses at least one word or phrase in each sentence. Choose a partner, and perform your dialogue for the class.

DRAMA

Coming or Going?

Whether you are bringing or taking something to the picnic depends on your point of view. Get together with three or four classmates, and write a short skit in which you correctly use the word *bring* and the word *take*. Include several short scenes, so that everyone will have several chances to hear *bring* and *take* used correctly. You may want to include a telephone call or different locations to make your point clear. Then, perform your skit for the class.

ILLUSTRATION

Picture the Difference

Sometimes people have trouble learning something new until they see an example of what they are learning. Help your classmates learn the difference between *accept* and *except* by illustrating examples of these two words. Draw one picture that illustrates a sentence using the word *accept* and another that illustrates the word *except*. As the caption for each of your pictures, write out a sentence that includes the word you have illustrated. Share your knowledge by hanging your artwork in the classroom.

Avoiding Usage Problems A

Review the glossary entries on pages 222–23 of your textbook for information on the correct usage of the following words and phrases:

<i>a, an</i>	<i>a lot</i>
<i>accept, except</i>	<i>already, all ready</i>
<i>ain't</i>	<i>anyways, anywheres, everywhere,</i>
<i>all right</i>	<i>nowheres, somewheres</i>

EXERCISE A For each of the following sentences, circle the word or word group in parentheses that is correct according to the rules of formal, standard English.

Example 1. Has Latisha (already, *all ready*) left for band practice?

1. Naomi Shihab Nye is (*a, an*) honest poet.
2. Megan has (*all ready, already*) told many people the big news.
3. Finally, after much preparation, the bathroom was (*all ready, already*) to be painted.
4. I have (*a, an*) hour until the library closes.
5. Nobody (*accept, except*) Desmond can sing that note.
6. The potato pancakes (*ain't, aren't*) ready yet.
7. Janelle can't find her new shoes (*anywhere, anywheres*).
8. After a few days, Kevin's wrist felt (*all right, alright*).
9. Did you use (*alot, a lot*) of curry powder in that dish?
10. You'll see yucca plants (*everywheres, everywhere*) in this part of the country.

EXERCISE B Each of the sentences in the following paragraph has an error in the use of standard, formal English. Cross out each error, and write the correct usage above it.

Example [1] I have ~~all ready~~ ^{already} bought some new ice skates.

[11] The sixth-grade class got an new aquarium for the classroom. [12] We looked everywheres for the best aquarium. [13] Our teacher even did alot of research. [14] She all ready knew about aquariums because she keeps fish at home. [15] We found a aquarium that was quite large. [16] All the students accept for two voted for the larger aquarium. [17] We knew we should put it somewheres safe. [18] Our teacher said we could put it anywheres in the back of the classroom, as long as we chose a strong surface. [19] Lu-Wan said that putting the aquarium on a strong table would be alright. [20] Carmelita excepted the job of feeding the fish daily.

Avoiding Usage Problems B

Review the glossary entries on pages 223–26 of your textbook for information on the correct usage of the following words and phrases:

<i>at</i>	<i>good, well</i>
<i>bad, badly</i>	<i>had ought, hadn't ought</i>
<i>between, among</i>	<i>hardly, scarcely</i>
<i>bring, take</i>	<i>hissself, theihsself, theihselves</i>
<i>could of</i>	<i>how come</i>
<i>fewer, less</i>	

EXERCISE A For each of the following sentences, circle the word or word group in parentheses that is correct according to the rules of formal, standard English.

Example 1. My ankle hurts (*bad*, *badly*) when I put weight on it.

- Where do you suppose I left (*my jacket at*, *my jacket*)?
- After the earthquake, people had to (*bring*, *take*) their belongings and find new homes.
- Grandmother could (*of*, *have*) taught us her American Indian language.
- We have (*fewer*, *less*) money in the bank since we took our vacation.
- The camp counselor distributed the mail (*between*, *among*) all the campers.
- After passing the exam, Donovan felt very proud of (*himsself*, *hissself*).
- Did Mrs. Sanchez know (*why*, *how come*) Mishi was late?
- Their quarterback doesn't play (*bad*, *badly*) for a rookie.
- Van danced (*good*, *well*) at the recital.
- Something in this refrigerator smells (*bad*, *badly*).

EXERCISE B Each of the sentences in the following paragraph has an error in the use of standard, formal English. Cross out each error, and write the correct usage above it.

Example [1] No one ~~between~~ ^{among} the three of us had ever rowed before.

[11] The rowers are very proud of themselves. [12] There's a strong friendship among the coach and the team captain. [13] Some people thought the team would row bad in their first race. [14] They said that the team hadn't ought to compete yet. [15] The team, however, did quite good. [16] There wasn't hardly a rower dissatisfied with the race. [17] With more practice the team could of been even better. [18] The new team expected to win less races than the other teams. [19] After the race, the rowers went home, bringing their trophies with them. [20] Even the coach wondered how come they did so well.

Avoiding Usage Problems C

Review the glossary entries on page 228 of your textbook for information on the correct usage of the following words and phrases:

*its, it's**kind of, sort of**learn, teach*

EXERCISE A For each of the following sentences, circle the word or word group in parentheses that is correct according to the rules of standard, formal English.

Example 1. I wonder if (*its*, ***it's***) going to rain this afternoon.

1. Will you (*teach, learn*) me how to play flute?
2. Carmen handed the puppy (*its, it's*) toy.
3. It's not easy to (*teach, learn*) someone how to scull.
4. I was (*kind of, somewhat*) tired by the end of the trip.
5. (*Its, It's*) time to do my homework.
6. After I bought the table, I saw that (*its, it's*) leg was broken.
7. We decided not to go to the beach because it was (*sort of, rather*) cold outside.
8. Mario wants to (*teach, learn*) about horses.
9. The professor (*teaches, learns*) English literature to college students.
10. The clock stopped when (*its, it's*) main spring broke.

EXERCISE B For each of the following sentences, cross out any usage errors and write the correction above the error. If a sentence is already correct, write C after the sentence.

Example 1. I think ~~its~~^{it's} a bit too cold in this room.

11. Michael told me he would learn me how to play classical guitar.
12. All the kids in my cabin were kind of sad when our camp session ended.
13. I am always in a good mood when it's the first day of spring.
14. My youngest brother thinks its fun to go to the grocery store and help Dad.
15. I want to take a photography class, but I am also sort of nervous about trying something new.
16. Chi, I wish you could teach me everything you know about fashion.
17. The tiny monkey at the zoo was looking for it's mother.
18. After the dramatic ending of the play, the audience sat kind of still for a few moments.
19. If you really want to learn to swim the butterfly stroke, I will learn you.
20. Be sure to put the pasta in it's pot as soon as the water is boiling.

Avoiding Usage Problems D

Review the glossary entries on pages 229–30 of your textbook for information on the correct usage of the following words and phrases:

<i>of</i>	<i>their, there, they're</i>	<i>than, then</i>
<i>suppose to, supposed to</i>	<i>them</i>	

EXERCISE A Most of the following sentences contain an error in the use of standard, formal English. Cross out each error, and write the correct usage in the space above it. If a sentence is already correct, write C after the sentence.

Example 1. How long have people had fireplaces inside ^{*their*}~~they're~~ homes?

1. We are suppose to read this African myth about how humans got fire.
2. The people on earth are cold, and their leader sends his son to the god Obassi Osaw.
3. Obassi Osaw refuses to show them humans how to make fire.
4. Than, the boy goes to Obassi Osaw's compound.
5. The people on earth welcome him as he brings fire to there homes.

EXERCISE B For each of the following sentences, circle the word or word group in parentheses that is correct according to the rules of standard, formal English.

Example 1. The swimmers listened to (their, they're) coach.

6. Maya is a better swimmer (*then, than*) she was last year.
7. She knows that she is (*suppose to, supposed to*) practice three times a week.
8. Maya swims at a pool (*inside, inside of*) the gym.
9. She warms up and (*then, than*) does drills.
10. Sometimes her coach is (*their, there*) when she is practicing.
11. Maya's coach has been with (*their, there*) team for six years.
12. I thought (*those, them*) exercises were harder than the last ones.
13. During one difficult drill, Maya accidentally swam (*outside, outside of*) her lane for a moment.
14. After practice, Maya jumps (*off of, off*) the diving board.
15. The team's first meet was (*supposed to, suppose to*) be in September.
16. Because of schedule changes, (*there, they're*) going to compete in October.
17. (*Then, Than*), they will have had an extra month to practice.
18. (*Their, There*) will be several other meets this year.
19. Are there more competitions in the spring (*than, then*) in the fall?
20. Maya's team hopes to do (*their, there*) best this season.

Avoiding Usage Problems E

Review the glossary entries on pages 231–32 of your textbook for information on the correct usage of the following words and phrases:

<i>this here, that there</i>	<i>when, where</i>
<i>try and</i>	<i>whose, who's</i>
<i>use to, used to</i>	<i>your, you're</i>
<i>way, ways</i>	

EXERCISE A For each of the following sentences, cross out the error in the use of standard, formal English and write the correction above the error.

Example 1. Roberto ~~use to~~^{used to} go skiing every winter.

1. I chose this here fish to go in my new aquarium.
2. I think your going to like the new library.
3. Class, do any of you know who's jacket this is?
4. Ravi will try and learn the new software.
5. The lady who gave us directions said we still have a long ways to go.
6. A good friendship is when both people trust each other.
7. The teacher said she enjoyed you're essay about the Civil War.
8. Is that there history book the one with the colorful, detailed maps?
9. The woman whose talking to my mother is the boss.
10. After much debate, the judges gave that there project first place in the science fair.

EXERCISE B Cross out each usage error in the following sentences, and write the correct form above the error. (Hint: Each sentence in the following paragraph contains at least one error in the use of formal, standard English.)

Example [1] Before we went on ~~this here~~^{this} vacation, we were disappointed about having to drive the whole ~~ways~~^{way} there.

[11] My brother and I were not use to car trips, but we enjoyed our family vacation. [12] We didn't mind traveling a long ways because Dad developed a silly game. [13] As we passed by houses or animals, we each made up a story about who's they were. [14] It can be fun to use you're imagination on car trips. [15] These here photos remind me of our best stories.

Review A: Common Usage Problems

EXERCISE A For each of the following sentences, circle the word or word group in parentheses that is correct according to the rules of formal, standard usage.

Example 1. Each story we read had (its *it's*) own adventurous quest.

1. Coach Weinberg will (*learn, teach*) us the basics of softball.
2. Shana has limped (*bad, badly*) since her mishap in the soccer match yesterday.
3. Please limit your essays to five hundred words or (*fewer, less*).
4. We are (*all ready, already*) for the camping trip.
5. Please put (*those, them*) candles on the table.
6. It is a long (*way, ways*) to the river from here.
7. Hector is (*an, a*) honest man.
8. There (*are hardly, aren't hardly*) any people here today.
9. Justine and Toshiro were (*accepted, excepted*) into the new school.
10. Thank you for all (*your, you're*) hard work.

EXERCISE B Most of the following sentences contain errors in the use of standard, formal English. Cross out each error, and write the correct usage in the space above it. If a sentence is already correct, write C after the sentence.

Example 1. Nobody ^{except}~~accept~~ the butler was in the room at the time of the crime.

11. Do you know where Mom's keys are at?
12. We would of had a picnic if it had not been raining.
13. Gerald asked us how come we did not join him at the park yesterday.
14. Take this message when you go to see the king.
15. We took a vote between the team members.
16. My grandmother wants to learn me about keeping track of my money.
17. A lobster pushes it's body backward through the water.
18. Antonia's hair is curlier then mine.
19. I am supposed to do my chores when I get home.
20. The boys combed there hair and walked out onto the dance floor.

Review B: Common Usage Problems

EXERCISE A For each of the following sentences, circle the word or word group in parentheses that is correct according to the rules of standard, formal English.

Example 1. Aunt Matilda is (*suppose, supposed*) to arrive at six o' clock.

1. The girls were (*all ready, already*) for (*they're, their*) fishing trip at four o' clock in the morning.
2. Do you know (*how come, why*) the cat jumped (*off, off of*) the counter?
3. Always stretch (*your, you're*) muscles (*good, well*) before running in a race.
4. I will (*except, accept*) your apology because I (*ought not, hadn't ought*) to turn away a good friend.
5. Uncle Sid (*used, use*) to work at (*a, an*) animal shelter.
6. (*Them, Those*) boys saved (*themselves, theirselves*) some time by preparing so carefully.
7. The game went (*good, well*), but I still (*can't hardly, can hardly*) believe our team won first place.
8. I like all fruit (*except, accept*) pineapple, which I find (*rather, kind of*) unappetizing.
9. (*Whose, Who's*) recipe did you use for (*these here, these*) Vietnamese spring rolls?
10. I will try (*and, to*) find some origami paper at the craft store, but the last time I was there I didn't see origami paper (*anywhere, anywheres*).

EXERCISE B Most of the following sentences contain errors in the use of standard, formal English. Cross out each error, and write the correct usage in the space above it. If a sentence is already correct, write C after the sentence.

Example 1. My brother has ~~all ready~~ ^{already} graduated from high school.

11. Is there a doctor among the audience members?
12. You catch less flies with vinegar than you do with honey.
13. Jason has had an accident, but he will be alright.
14. We have put alot of time into our science project.
15. There were no harsh words among the two diplomats.
16. The alarm clock is over their.
17. I had ought to study for my math test.
18. Than, the Czechs declared their independence.
19. Golf may look easy, but its a hard sport to learn.
20. Both of the figure skaters lost there balance, but only one of them fell down.

Review C: Common Usage Problems

EXERCISE For each of the following sentences, cross out the error in the use of standard, formal English and write the correction above the error. If a sentence is already correct, write C after the sentence.

Example 1. Ben wants to try ^{to} ~~and~~ ride a unicycle.

1. If we had been in better shape, we might of won the game.
2. I think we ought to study harder for the next test.
3. The children looked at theirselves in the mirror.
4. Did you know that my mother use to be a concert pianist?
5. I hope that little boy will not hurt hissself while skiing.
6. Is that there book with the gold cover the one you'd recommend?
7. Do you know whose keys these are?
8. Interval training is an exercise where athletes train hard for short periods of time.
9. As soon as the sun came up, Marvin was inside of the treehouse.
10. There are less children in my neighborhood than in yours.
11. Where did you put you're favorite pen?
12. Jason ain't a member of this team anymore.
13. Because she loves to read and write poetry, Kali has collected alot of anthologies of contemporary poetry.
14. Going to the movies is alright with me.
15. On our camping trip, we felt as though we were a long ways from home.
16. This here is the most unusual poem in the collection.
17. It was raining in the morning, but we went hiking anyway.
18. Let's try and improve our tennis game before the tournament.
19. We can learn to write good if we practice.
20. I have no idea how come Gabrielle has decided to leave the volleyball team and join the soccer team.

NAME _____

CLASS _____

DATE _____

for **CHAPTER 10: A GLOSSARY OF USAGE** *pages 221–32*

Proofreading Application: Letter

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

The Internet can provide you with the opportunity to write to students from all over the world who are eager to try out their English skills on American students. When you are writing to a person who does not know English well, remember that correct usage is especially important.

PROOFREADING ACTIVITY

Find and correct the errors in standard English usage in the e-mail letter below. Use proofreading symbols to make your corrections.

Example Dear Gunther,

We ^{already} ~~all ready~~ know a lot about you.

However, you don't hardly know much about us. Thanks for you're questions. I'll try and answer them. Our teachers learn us about mathematics, history, science, social studies, and English. I like all my classes accept history. You might wonder how come I dislike history class. I don't remember dates too good. They're kind of confusing for me. However, I do like hearing them stories about historical events. Tell us more about your school; it seems to be harder then ours.

You asked about which sports I play good. Among my sister and me, we play almost every sport you can imagine. I'm good at most of them accept for basketball. I'm afraid I'm still pretty badly at shooting baskets. I am practicing alot, though. When I go to school, I bring my own basketball with me. The gym don't supply enough balls for all the teams. In fact, there are five less balls than teams. Anyways, the coach is going to order more next season. When you write me back, tell me about you're favorite sports.

Your friend,

Literary Model: Nonstandard Usage in a Folk Tale

Well, when God made de snake, he put him in de bushes to ornament de ground. But things didn't suit de snake so one day he got on de ladder and went up to see God.

"Good mawnin', God."

"How do you do, Snake?"

"Ah ain't so many, God, you put me down there on my belly in de dust and everything trods upon me and kills off my generations. Ah ain't got no kind of protection at all."

*from an African American folk tale,
retold by Zora Neale Hurston*

EXERCISE A

1. Underline any examples of nonstandard usage in this excerpt by Zora Neale Hurston.
2. On the following lines, rewrite in standard English any sentence that includes nonstandard usage.

EXERCISE B

1. Does the nonstandard usage make the story seem as though it is meant to be spoken out loud or read silently? Explain.

2. Why do you think Hurston might have chosen to retell the folk tale in nonstandard English?

From "How the Possum Lost the Hair Off His Tail" from *Mules and Men* by Zora Neale Hurston. Copyright 1935 by Zora Neale Hurston; copyright renewed © 1963 by John C. Hurston and Joel Hurston. Reprinted by permission of **HarperCollins Publishers, Inc.**

Writing Application: Quiz Show

“When in doubt, spell it out!” is a good tip to remember when you’re not sure when to use certain contractions. Remember that the apostrophe in *you’re*, *they’re*, *it’s*, and *who’s* stands for a letter or letters that have been left out. Add the letter or letters back in to see the words spelled out correctly. Then you will know for certain that you are using the correct spelling.

WRITING ACTIVITY

The end of the semester is just around the corner, and your science teacher has come up with a fun way to review the topics you’ve learned. To help students remember this semester’s science chapters, your class is going to develop a quiz show. For the quiz show, each student will challenge the class by providing five clues about a topic he or she has chosen.

As you write your clues, you will need to use some of the words in the English textbook’s glossary of usage. You may need to know when to use *its* rather than *it’s*, for example, since your clues will probably include pronouns. Be sure to use all your words correctly—your clues will be on display for the whole class!

PREWRITING First, choose your quiz topic. Looking through your science textbook is an easy way to find a topic that interests you. From the textbook, pick out five important facts about the topic. Prewriting for this exercise is as easy as that!

WRITING The writing can be a bit trickier. Write five clues to help your classmates guess your topic. Each clue must correctly demonstrate at least one rule from the glossary of usage in *Elements of Language*. If your topic is *Saturn*, you might write, “It’s the sixth planet from the sun.” If you choose *genes* as your topic, you might give as your clue, “They’re made up of mostly DNA and protein.”

REVISING Once you have all five clues for your category, arrange them from easiest to hardest. Let the easiest question be worth ten points and the hardest be worth fifty points. Check your facts one more time against your science textbook—your facts must be correct! Also, check your clue sentences against the glossary of usage in your English textbook. When you use a contraction from the glossary of usage, remember this hint: When in doubt, spell it out!

PUBLISHING Check your clues for mistakes in spelling and punctuation. Then, give your clue sentences to your teacher, who will assemble all the clues for the game. Divide into teams, and have fun reviewing what you’ve learned!

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. With several students, gather the most important clues from the quiz show and turn them into a set of review worksheets for the upcoming exam. Work with your teacher to prepare the worksheets for the whole class. You will know the material by heart when you have finished this exercise, and your classmates will appreciate the help!

Choices: Exploring Capital Letters

Here's your chance to step out of the grammar book and into the real world. You may not notice capital letters, but you and the people around you use them every day. The following activities challenge you to find a connection between capital letters and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

BUILDING BACKGROUND KNOWLEDGE

A Picture Is Worth a Single Definition?

Use a dictionary to study the definitions of the word *capital*. Then, create a poster that illustrates the many meanings of this word. On your poster, be sure to illustrate the meaning of each definition. Do not include the definitions on your poster. When your poster is finished, show your classmates. Then, have them guess each of the meanings of the word *capital* by studying the illustrations on your poster.

RESEARCHING RESOURCES

Reading List

Compile a list of interesting books and articles about the English language. Include books and articles on slang, idioms, bloopers, and word history. Be sure to capitalize the titles on your list correctly. Then, with a special color or code, mark titles that are available in your school library. Make copies of your list available to anyone in the class who wants one.

INVENTION

Martians and Muscovites

Brainstorm a list of at least ten place names, such as Mars and Moscow. What suffix, or word ending, would you add to each of the proper nouns on your list to describe someone who lives in that place? If you need help, look in a dictionary or ask friends and family. When your list is complete, have some fun. Apply the suffixes you learned to ten other names. For instance, what would you call people who go to your school, people who live in your county, or people who share specific interests? When writing your list, remember to use capital letters where appropriate.

MUSIC

Before and After Beethoven

If you are interested in music, make a time line showing the proper names of famous musicians throughout history. If possible, include an illustration and a sentence or two identifying some of the musical selections that made each musician popular. Be sure to capitalize proper names and the titles of musical works.

TECHNOLOGY

Gadgets and Gizmos

It may not be too long before you will own a wristwatch that's much more than a clock. It may be a telephone, a miniature TV, and who knows what else. Check out some technical publications such as computing magazines to find out what gadgets and gizmos will be available in the near future. Make a list of these items. Be sure to use capitals correctly when writing the brand names of business products. Present your findings to the class, and give everyone a copy of your list.

GEOGRAPHY

The Grand Tour

In the eighteenth century, some young adults were sent on grand tours, or educational trips, throughout Europe. With the advancements in transportation over the last three hundred years, today's grand tour would probably be a bit different from those of the eighteenth century. Surely, cities and sites from all over the globe would now be included. In a few paragraphs, identify each city or site that you would like to visit if you could plan your own grand tour. Be sure to include reasons for your choices. Also, don't forget to use capital letters where needed.

for **CHAPTER 11: CAPITAL LETTERS** *pages 239–40*

First Words and I

11a. Capitalize the first word in every sentence.**EXAMPLE** Most of the leaves have already fallen. It is not too soon to start raking.

The first word of a direct quotation is capitalized, whether or not the quotation starts the sentence.

EXAMPLE Luis said, "Let's walk to the library."**11b.** Capitalize the first word in both the salutation and the closing of a letter.**EXAMPLES** Dear Montel, Yours truly,**11c.** Capitalize the pronoun I.**EXAMPLE** Before lunch I think I will walk the dog.

EXERCISE A For each of the following groups of words, circle any letters that should be capitalized but are not.

Example 1. dear Pamelita

- | | |
|--|----------------------------------|
| 1. my brother came home. | 6. yours truly, Myla |
| 2. Tomorrow i will leave early. | 7. Libby said, "let's go home!" |
| 3. sincerely, David | 8. dear Eddie, |
| 4. Bill said, "my keys are missing." | 9. did you see Fiona today? |
| 5. Margaret and i are waiting for you. | 10. Ruth asked, "where is Gail?" |

EXERCISE B Each of the sentences in the following letter contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example [1] Before lunch, i had already finished my assignment.**[11]** dear Mrs. Herrera,

[12] i was in your fifth-grade class last year. **[13]** my family moved to Chicago after the school year had finished. **[14]** You used to tell me, "when you go to your new school, you will make many friends." **[15]** on the first day of school, I met a very nice boy. **[16]** He said to me, "you should join our soccer team." **[17]** he introduced me to the other players. **[18]** In a very short time, i had many new friends. **[19]** thank you for the encouragement you gave me, Mrs. Herrera!

[20] sincerely,*Carlos*

Proper Nouns A

11d(1). Capitalize the names of persons and animals.

PERSONS	Michael Jordan	Gary Soto
	Attila the Hun	Katharine Hepburn
ANIMALS	Wishbone	Sneakers
	Buttons	Flipper

EXERCISE A Each of the sentences in the following paragraph contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example [1] Have you met janet before?

[1] Janet and becky went to visit their cousin in Hartford, Connecticut. [2] Their cousin's name is sally. [3] Sally has a horse named ichabod and a pony named Bluebonnet. [4] Sally also has a cow named katrina and several goats. [5] janet and Becky asked to ride the horses. [6] Sally's brother, jessie, helped them saddle the horses. [7] Janet chose to ride ichabod. [8] At first, neither Ichabod nor bluebonnet would budge. [9] jessie told the girls to be firmer with their commands. [10] Within a few minutes becky and Janet were riding with ease.

EXERCISE B For each of the following common nouns, write a corresponding proper noun. Be sure to use capital letters correctly.

Example Abraham Lincoln 1. a former U.S. President

- _____ 11. a pet dog or cat
- _____ 12. an actor or actress
- _____ 13. a famous singer
- _____ 14. a pet horse
- _____ 15. a government official or mayor
- _____ 16. a pet bird
- _____ 17. a friend
- _____ 18. an animal from a book or movie
- _____ 19. a relative
- _____ 20. a famous poet

Proper Nouns B

11d(2). Capitalize geographical names.

CONTINENTS	South America	Africa	Asia
COUNTRIES	Finland	Peru	Italy
CITIES, TOWNS	Mexico City	Chicago	Tokyo
STATES	Nevada	New Hampshire	Alabama
BODIES OF WATER	Lake Erie	Red River	Panama Canal
STREETS, HIGHWAYS	Interstate 95	Highland Avenue	Sixth Street
SECTIONS OF THE COUNTRY	the Midwest	the Northeast	Sun Belt

EXERCISE A In the following sentences, circle each letter that should be capitalized but is not. If a sentence is already correct, write C after it.

Example 1. Brazil is the largest country in South america.

- Many people in Brazil live in cities along the coast of the Atlantic ocean.
- The city of brasília is the nation's capital.
- Rain forests lie along the amazon river in Brazil.
- Iguaçu Falls is a beautiful waterfall that is more than two miles wide.
- It lies on the border between Brazil and argentina.

EXERCISE B Each of the following sentences contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example 1. The composer showed patriotism for his native country of finland.

- The short story was set in japan.
- Have you been to canada?
- We heard that Portland, oregon, is a good city for bicycling.
- Our family moved to a house on palmer Avenue.
- The news anchor was from the midwest.
- The bookstore that you're looking for has moved to Third street.
- We drove down interstate 10 from Houston to Baton Rouge.
- Georgia took some beautiful photographs at Lake tahoe.
- Francesca traveled through europe last summer.
- We will be staying with our uncle in indianapolis during the holidays.

Proper Nouns C

11d(3). Capitalize the names of organizations, teams, institutions, and government bodies.

ORGANIZATIONS Girl Scouts of the United States of America

TEAMS Houston Comets

INSTITUTIONS Tulane University

GOVERNMENT BODIES Central Intelligence Agency

The Humane Society of the United States

Glendale Pumas

Hanover High School

United Nations

EXERCISE A Each of the sentences in the following paragraph contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example [1] Mrs. Nguyen belongs to the Parent-teacher Association.

[1] Tien's school is called westdale Elementary. [2] Tien's sixth-grade class formed a baseball team called the Westdale cougars. [3] They will be competing against the eastman Elementary Bears next week. [4] The pitcher is Bobby, whom Tien first met during a Ranger scouts of America meeting. [5] Bobby and Tien went to a baseball training camp together at California State university. [6] Bobby used to go to fairview Elementary School in Sacramento. [7] His father works for the Federal aviation Administration and was transferred to San Francisco. [8] In San Francisco, Bobby practiced pitching and joined the westdale Cougars. [9] Next year, Bobby and Tien will attend Copperfield middle School. [10] They will then be old enough to join the Bay Area baseball League.

EXERCISE B Most of the following groups of words contain errors in capitalization. Circle all letters that should be capitalized but are not. If the group of words is already correctly written, write C after it.

Example 1. the New Orleans Saints

11. Federal bureau of investigation

12. the Happy gardeners club

13. Kingstown pottery association

14. the Johnson high school bobcats

15. the seattle wildflower association

16. lincoln high school

17. the St. Louis Rams

18. department of Transportation

19. the university of tennessee

20. the Compton middle school orchestra

Proper Nouns D

11d(4). Capitalize the names of special events, holidays, and calendar items.

SPECIAL EVENTS	Summer O lympics	C otton B owl
HOLIDAYS	Presidents' D ay	F ourth of J uly
CALENDAR ITEMS	T uesday	A ugust

11d(5). Capitalize the names of historical events and periods.

HISTORICAL EVENTS	B attle of G ettysburg	I ndustrial R evolution
HISTORICAL PERIODS	S tone A ge	M iddle A ges

11d(6). Capitalize the names of nationalities, races, and peoples.

EXAMPLES	N avajo	A frican A merican	I talian	H ispanic
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EXERCISE Each of the following sentences contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example 1. Was George Washington the general during the Battle of yprktown?

- The figure skater retired after the Winter olympics in Nagano, Japan.
- The book about the Roman Empire ended with the period of history known as the dark Ages.
- Have you read about Martin Luther and the reformation?
- The holiday of christmas is celebrated in many different ways.
- Guadalupe wrote a report about the spanish-American War.
- Connie always watches the Super bowl with her father.
- The Rosenthal family invited their neighbors to join them for the religious holiday of passover.
- She will be moving to Lincoln in february.
- Our teacher, who is Asian american, is fluent in Korean, Japanese, and English.
- I like to study the period of history known as the renaissance.

Proper Nouns E

11d(7). Capitalize the names of businesses and the brand names of business products.

BUSINESSES Arnold's Dog Grooming Shop

Eatin' Right Diner

BUSINESS PRODUCTS Nissan Pathfinder

11d(8). Capitalize the names of ships, trains, aircraft, and spacecraft.

SHIPS Mayflower Titanic

TRAINS Orient Express Rapido

AIRCRAFT Silver Dart Air Force One

SPACECRAFT Challenger Mariner 4

EXERCISE Each of the following sentences contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example 1. Yuri Gagarin orbited the earth in the spaceship uostok.

- The tourists visited the ship USS *constitution* when they traveled to Boston.
- Charles Lindbergh's plane was called the *spirit of St. Louis*.
- Javier wrote a report on the sinking of the ship *lusitania*.
- Stacy got a job at computer World.
- Our textbook has a picture of astronaut John Glenn inside the *friendship 7*.
- The spectators gasped as the *hindenburg* exploded and fell from the sky.
- The wedding party ate breakfast at the blackforest Cafe.
- Pierre's family bought a chevrolet minivan.
- The train that my grandmother rode was called the *scenic Limited*.
- We bought a Fun time train at the toy store.

Proper Nouns F

11d(9). Capitalize the names of buildings and other structures.

BUILDINGS Thompson Hall Statue of Liberty
OTHER STRUCTURES Space Needle Mile High Stadium

11d(10). Capitalize the names of monuments, memorials, and awards.

EXAMPLES Washington Monument Thomas Jefferson Memorial Grammy

EXERCISE Each of the following sentences contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example 1. When we were in New York, we saw the Empire State Building.

1. The children could easily recognize the Taj mahal in the photographs from India.
2. A well-known cathedral in Paris is Notre dame.
3. We took several photographs of the Golden gate Bridge.
4. A famous nobel Prize winner is Albert Einstein.
5. Can you identify the style of architecture used in the Chrysler building?
6. One of the temples we visited was Temple israel.
7. Our class went on a field trip to the lincoln Memorial.
8. The young writer was hoping to win the Pulitzer prize some day.
9. The college freshmen were told to meet their advisors in boyd Hall.
10. Did you know that the famous london Bridge is no longer in London?
11. The tourists booked several rooms at the fairview Hotel.
12. Earning the Medal of freedom is a great honor.
13. Can you name a stanley Cup winner?
14. My uncle visits the Vietnam veterans Memorial every winter.
15. The sewing classes will be held on the first floor of stephan Hall.
16. Our coach presented the team captain with the golden Athlete Award.
17. The Grover Elementary School Jaguars will play at holden Stadium next week.
18. Miki took a photograph of the St. Louis cathedral.
19. Stewart won the Outstanding achievement Award last year at Milgate High School.
20. We learned that eastridge Hall is being converted into a modern art gallery.

Proper Nouns G

11d(11). Capitalize the names of religions and their followers, holy days and celebrations, sacred writings, and specific deities.

RELIGIONS AND FOLLOWERS	Islam	Buddhist	Christianity
HOLY DAYS AND CELEBRATIONS	Hanukkah	Easter	Lent
SACRED WRITINGS	Talmud	Koran	Old Testament
SPECIFIC DEITIES	Allah	God	Zeus

11d(12). Capitalize the names of planets, stars, constellations, and other heavenly bodies.

EXAMPLES	Venus	Little Dipper	Orion
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EXERCISE A Each of the following sentences contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example 1. The Muslims fasted during the holy month of ramadan.

1. Have you read the entire New testament?
2. The woman explained her belief in god.
3. Rabbi Feldman read a passage from the torah.
4. We studied the differences between saturn and Jupiter.
5. Prakash and his family practice hinduism.
6. Followers of Judaism celebrate rosh Hashana.
7. Did you see the Big dipper last night?
8. The studies were focused on the atmosphere of mars.
9. Our neighbors belong to a lutheran church.
10. The children dressed up in costumes to celebrate the holiday of purim.

EXERCISE B In the following paragraph, circle any letter that should be capitalized but is not.

Example [1] We learned about buddhism and hinduism from our guest speakers.

[11] Our teacher invited several speakers to talk to our class about different religions such as islam and judaism. [12] The first speaker taught us that muslims worship allah. [13] We read several passages from the koran, the holy book of the muslims. [14] Another speaker taught us some of the jewish laws as they are defined in the book of leviticus. [15] Our most recent speaker, a hindu, taught us about brahma. Hindus believe that brahma created the universe.

School Subjects and Proper Adjectives

- 11e.** Do not capitalize the names of school subjects, except course names followed by a numeral and the names of language classes.

EXAMPLES history Computer Science I French

- 11f.** Capitalize proper adjectives.

PROPER NOUN Shakespeare **PROPER ADJECTIVE** Shakespearean actor

EXERCISE A In the following sentences, circle each letter that should be capitalized but is not.

Example 1. b ritish and i talian soccer players went to a l atin a merican tournament.

- Nara knows many american indian legends.
- At Ames High School, my brother studies spanish, art, and health.
- Spanish, portuguese, french, and dutch ships came to the american coast.
- The italian city of Venice has canals instead of streets.
- My mother's evening courses are woodworking I and french cooking II.
- In music class, we learned some greek songs and austrian folk dances.
- The ethiopian people live on the african continent.
- Many of the first european settlers in Australia were british prisoners.
- That catholic church has a fresco painted by José Clemente Orozco, a great mexican artist.
- The Puerto rican flag has one star on a blue triangle next to five stripes.

EXERCISE B For each of the following sentences, circle the letter that should be capitalized but is not.

Example 1. Pearl bought a g erman cuckoo clock for her living room.

- I learned the spanish word for *peace*.
- We are learning a lot about african history this year.
- There is a small baptist church near our house.
- Lydia communicates using american Sign Language.
- We got to taste belgian food at the exhibit.
- I bought a book of Native american poetry.
- Akbar taught us an iranian children's song.
- Peter goes to a mormon church.
- We bought a beautiful sculpture by a young nigerian artist.
- Juan studies Spanish, Portuguese, and english.

Proper Nouns and Proper Adjectives A

Capitalize proper nouns and proper adjectives.

EXAMPLES

Harold

Madison, Wisconsin

Mars

Friday

Franciscan monk

Swiss watch

Victorian furniture

Texas Stadium

Taoism

EXERCISE In the following sentences, circle each letter that should be capitalized but is not.

Example 1. Marta enjoys discussing asian culture, the titanic, biology, and russian literature.

1. My sister rita is writing a report on the great depression.
2. During the months of may and june, Carlos spends much of his time in alberta, canada.
3. Rosalinda's ancestors are spanish.
4. Mrs. Blair's lesson on shakespearean england thrilled her students.
5. Cecilia studies french and spanish at northside middle school.
6. Franco told us that jordan enjoys eating traditional turkish food.
7. The voyage of the *mayflower* is an important event in American history.
8. Every june, the teams compete in an event called the Little league world series.
9. The purpose of Memorial day is to honor those who died in war while serving the United States of America.
10. José admires italian art from the renaissance period.
11. Sharon's dog fritz was a christmas present.
12. In astronomy I, you will learn how stars, such as polaris, are formed.
13. Olga bought a skateboard from bikes and more, inc.
14. Yori and Greg found out that both of their birthdays were on February 14, which is also Valentine's day.
15. Scott gave an interesting report about scottish clans who lived during the middle ages.
16. After the school year, Julio's family moved to the midwest.
17. Each year, thousands of japanese people climb to the top of Mount Fuji.
18. Li's family invited Teresa to the beach at dauphin Island.
19. Mount rushmore national memorial honors four american presidents.
20. In the United States, Puerto rico, and canada, labor Day is celebrated in september.

Proper Nouns and Proper Adjectives B

Capitalize proper nouns and proper adjectives.

EXAMPLES	Blue Ridge Mountains	Buddhist	Lassie
	Canadian citizen	Roman history	Jewish holiday

EXERCISE In the following sentences, circle each letter that should be capitalized but is not.

Example 1. The trip from japan to america was quite an adventure for Takeo.

- Takeo visited the united States this year.
- His plane landed on Wednesday morning in Los Angeles, california.
- Takeo rented a toyota van so that he could drive around the country.
- He first drove to aspen, Colorado, to ski and to see the aspen music Festival.
- In denver, colorado, Takeo met a german family who were also tourists.
- The family invited Takeo to a lutheran church for easter services.
- They photographed the beautiful church, which was built just after the great depression.
- Takeo and his new german friends took a short trip together to boulder, colorado.
- After leaving Colorado, Takeo headed for the grand canyon national park.
- He then drove to the famous city of dallas to learn about texan culture.
- While in texas, he drove to San antonio to visit the site where the battle of the alamo was fought.
- Takeo then drove east to the french Quarter in New Orleans, louisiana.
- On monday, he went for a long hiking trip in the Great smoky Mountains.
- Of course, Takeo stopped to see the white house and the Washington monument in Washington, D.C.
- After touring chesapeake bay, Takeo drove to new York on interstate 95.
- He rode the elevator to the top of the empire state Building.
- Takeo took a tour boat that circled the Statue of liberty and ellis island.
- After touring the New england area, Takeo drove through the corn belt on his way to montana.
- In Seattle, Takeo viewed the big dipper from high atop the Space needle.
- Finally, he returned to California, watched the Los Angeles lakers play basketball, and then headed back to Tokyo.

Abbreviations

11g. Most abbreviations are capitalized.

Capitalize abbreviations that come before and after personal names.

EXAMPLES Mr., Ms., Mrs., Dr., Sen., Gen., Rep., M.D., RN, Jr., Sr.

Capitalize abbreviations of the names of organizations, businesses, and government bodies.

EXAMPLES Inc., Co., Corp., CIA, EEOC, UN, FDIC, NCAA

Capitalize abbreviations used in addresses.

EXAMPLES Ave., St., Dr., Rd., Apt., Rm., P.O. Box

Capitalize abbreviations of geographical names.

EXAMPLES St. Croix S. America Okla. USA UK NM

Some abbreviations, especially those for measurements, are not capitalized.

EXAMPLES etc., e.g., vol., chap., in., lb, tsp, yd, cc, ml, mm

EXERCISE Each of the following sentences contains an error in capitalization. For each sentence, circle the letter that should be capitalized but is not.

Example 1. Have you seen the zoo in st. Louis?

1. I read a biography about sen. Phil Gramm.
2. Phineas Newborn, jr., was a twentieth-century jazz pianist.
3. Dennis is an engineer for Technico, inc.
4. The woman was known for her superb photographs of st. Petersburg.
5. Joyce Day, Rn, spoke to our class today.
6. Our school competed in the choral contest in st. Paul, Minnesota.
7. The address on the envelope reads, "1100 Congress Ave., Austin, Tx 78701."
8. We learned that gen. Ulysses S. Grant became a U.S. president.
9. I visited the office of col. Helen Wright.
10. Have you met mrs. Evans, the new principal?

Personal Titles and Familial Titles

11h. Capitalize titles.

(1) Capitalize a person's title when the title comes before the person's name.

EXAMPLES President Carter Mr. Sato Queen Elizabeth

(2) Titles used alone or following a person's name generally are not capitalized.

EXAMPLE The club secretary will now read the minutes from last week's meeting.

(3) Capitalize a word showing a family relationship when the word is used before or in place of a person's name.

EXAMPLE We waited outside the store for Mom and Aunt Luisa.

EXERCISE In the following sentences, circle each letter that should be capitalized but is not.

Example 1. Mr. rivera is president of the neighborhood association.

1. My neighbor, who is a doctor, serves on a committee with mayor Pinelli.
2. Many people were saddened by the death of princess Diana.
3. Last week, mrs. Robinson was elected secretary of the local theater club.
4. The film was about president Roosevelt and Prime Minister Churchill.
5. For my birthday, aunt Lilith gave me a savings bond.
6. In history class, we studied the long reign of queen Victoria.
7. How many votes did mayor Phillips receive?
8. I visited uncle Robert at Thanksgiving.
9. Our teacher read us an article about lord Nelson's victories.
10. We asked about governor Long's nickname.
11. Colleen read one of president Lincoln's speeches.
12. The song was written for aunt Marguerita.
13. Our town was excited when mayor Romero was elected.
14. The book focuses on king Henry VIII's reign.
15. Gail commented on the sharp wit of captain Jones.
16. Some of the students chose to write their reports on president Mandela.
17. The sailors listened carefully to commander Foster.
18. The majority of voters chose representative Miller.
19. After church, I spoke with the reverend Allen Thompson.
20. father often plays checkers with either mom or Uncle Earl.

Titles of Books and Other Works

11h. Capitalize titles.

(4) Capitalize the first and last words and all important words in titles and subtitles.

BOOKS	<i>Oliver Twist</i>	<i>Cheaper by the Dozen</i>
NEWSPAPERS	the <i>Boston Globe</i>	the <i>Chicago Tribune</i>
SHORT STORIES	"The Gift of the Magi"	"The Circuit"
MOVIES	<i>Return of the Jedi</i>	<i>Gone with the Wind</i>
WORKS OF ART	<i>The Peaceable Kingdom</i>	<i>The Old Guitarist</i>
MUSICAL WORKS	"Stir It Up"	<i>The Queen of Spades</i>

EXERCISE Circle each letter that should be capitalized but is not.

Example 1. *a Christmas carol*

- "the battle hymn of the republic"
- Little house on the prairie*
- the Phantom of the opera*
- the washington post*
- "the moccasins of an old man"
- war and peace*
- "the pit and the pendulum"
- pride and prejudice*
- "moon river"
- The marriage of figaro*
- A man for all seasons*
- the muppets take manhattan*
- A tale of two cities*
- The starry night*
- "petrified man"
- the phantom tollbooth*
- "looking for mr. green"
- the Little Prince*
- the wizard of oz*
- the rite of spring*

Abbreviations and Titles A

Capitalize titles and most abbreviations.

EXAMPLES Mr.	Mrs.	Ave.
Inc.	P.O. Box	N. America
Col. Juliet Parker	FBI	Jr.
Principal Owens	King David	Uncle Leo
<i>Star Wars</i>	<i>The Call of the Wild</i>	<i>Fahrenheit 451</i>

EXERCISE A Each of the following sentences contains one or more errors in capitalization. For each sentence, circle each letter that should be capitalized but is not.

Example 1. Has her mom spoken with captain Rogers or dr. Smith?

1. The soldiers saw gen. Norman Tiller approaching.
2. David is reading about queen Elizabeth I.
3. I sent a letter to aunt Margaret at p.o. box 42, San Antonio, Tx 78201.
4. Greg met dr. Mendoza, who is the author of *healthful diets in the age of fast food*.
5. Did you hear, mother, that I made an A in English?
6. My uncle used to work for the cia.
7. Today, professor Larsen gave a lecture on the short story "to build a fire."
8. We were happy to meet senator Caldwell.
9. I hope grandmother will enjoy her subscription to the magazine *dog fancy*.
10. Did you hear mayor Williams speak?

EXERCISE B Each of the following sentences has one or more errors in capitalization. For each sentence, circle each letter that should be capitalized but is not.

Example 1. Do you know, dad, that mayor Casterbridge reads mayor monthly magazine?

11. Alicia Davis, m.d., has in her office a reproduction of the painting *american gothic*.
12. The senator from st. louis took his mother to see the play *the taming of the shrew*.
13. I didn't know that aunt Lisa and her mother enjoyed reading comic strips.
14. The scientist founded Research, inc.
15. Hector could not decide whether to research the history of the naacp, the fda, or the Un.

Abbreviations and Titles B

Capitalize titles and most abbreviations.

EXAMPLES Dr.	Ms.	St.
Co.	Apt.	S. Africa
Gen. Rose Riley	FDA	Sr.
Senator Day	Queen Elizabeth	Uncle Pat
<i>The Far Side</i>	<i>Romeo and Juliet</i>	<i>Fantasia</i>
<i>Lord of the Flies</i>	<i>Wishbone</i>	"The Raven"

EXERCISE A Each of the following titles contains errors in capitalization. For each title, circle each letter that should be capitalized but is not.

Example 1. the houston chronicle

1. tuck everlasting
2. "kubla khan"
3. great expectations
4. "The ransom of red chief"
5. The little mermaid
6. "musetta's waltz"
7. the lion king
8. marriage at cana
9. "Unchained melody"
10. Philosopher reading

EXERCISE B Each of the following sentences contains one or more errors in capitalization. For each sentence, circle each letter that should be capitalized but is not.

Example 1. Has aunt Paula read the book a day no pigs would die?

11. Stephanie read the review of toy story 2 in movie news magazine.
12. My aunt loves the song "georgia on my mind."
13. Liz, did you know that mom was in the cia?
14. The game show jeopardy! is very challenging.
15. Have you seen Rodin's sculpture titled the thinker?
16. Write to me at 1410 west st., st. paul, mn 55101.
17. The committee gave president Hernandez, the founder of hernandez and co., an award.
18. Julie Jones, m.d., enjoys jogging down Jay street while listening to the song "eye of the tiger."
19. The writers of national geographic cover stories from around the world.
20. My sister said that the video Play Piano like a pro in one day, guaranteed! did not live up to the promise made in the title.

Review A: Capital Letters

EXERCISE A Each of the following sentences contains at least one error in capitalization. Circle each letter that should be capitalized but is not. Also, underline each letter that should be lowercased but is not.

Example 1. Tell uncle john about the Show you saw on thursday.

1. Last night i watched a great program on PBS.
2. it was a Play called *Anne of green Gables*.
3. My aunt Dolores, who lives in st. Croix, watched the Program with me.
4. After it was over, she said, “now let’s read more about Anne.”
5. She and I read L. M. Montgomery’s Book *anne of Avonlea*.
6. I read a book about Charles drew, a famous Scientist.
7. He was an african american doctor who was born in Washington, d.c.
8. he was a Specialist in collecting and storing blood for transfusions.
9. During World war II, he helped develop blood banks.
10. The american Red Cross still uses his methods today.

EXERCISE B Each of the following sentences contains errors in capitalization. For each sentence, circle each letter that should be capitalized but is not.

Example 1. My mother likes to eat authentic Chinese food at the restaurant China gate.

11. Jonah celebrated his birthday on the fourth thursday of November.
12. The professor studied the french paintings in the louvre.
13. according to mom, uncle pete is visiting spain.
14. The federal bureau of investigation is also known as the fbi.
15. the entire class sang “happy birthday” to dr. Proctor.
16. The cruise ship *voyager express* sailed to florida.
17. a russian scientist won the Nobel prize for his important work.
18. The class watched a video about gen. robert e. lee.
19. While sitting in a booth at salad sam’s, Li looked up at the constellation orion.
20. dr. Small’s history II class studied the life of president Truman.

Review B: Capital Letters

EXERCISE A In the following sentences, circle each letter that should be capitalized but is not.

Example 1. Did ingrid bergman ever win an academy award?

1. we have a new stove made by Stay hot stoves.
2. Hans Christian andersen was born in the danish city of Odense.
3. the alamo is a historic spanish mission in san antonio, texas.
4. Mount kilimanjaro is in the african country of tanzania, near the kenyan border.
5. Seventh-graders at winthrop junior high school take art I, math, and english.
6. See dr. Sanchez if your cold isn't better by tuesday.
7. his grandfather works at henderson hardware.
8. i was born in new orleans on january 11.
9. Bill Cosby went to Temple university in philadelphia.
10. The 1992 olympics were held in Barcelona, Spain.

EXERCISE B Each of the following sentences contains errors in capitalization. For each sentence, circle each letter that should be capitalized but is not.

Example 1. ms. schwartz observes the jewish holiday yom Kippur.

11. my history teacher said that i should study the french Revolution.
12. On the fourth of july, Eli went to the top of the Empire state building.
13. Leslie's father is part cherokee and part irish.
14. *Air force one* and the *spirit of St. Louis* are two famous planes.
15. The first five books of the bible are called the pentateuch.
16. According to grandmother, aunt Ramona knows much about the north star.
17. For breakfast, mom bought a brand of cereal called i can't believe it's wheat!
18. The council criticized president tate for his lack of leadership.
19. Last year, the doctor joined the American medical association, or AmA.
20. Washington irving, who was born the same year the American revolution ended, wrote short stories.

Review C: Capital Letters

EXERCISE A Each of the following sentences contains at least one error in capitalization. Circle each letter that should be capitalized but is not. Also, underline each letter that should be lowercased but is not.

Example 1. Is Mr. tyrone kersee, sr., the new Chair of the Committee?

1. Sixth-graders at our School take English, Spanish, math I, and Social Studies.
2. The sahara is an African desert, running from the atlantic ocean to the Red sea.
3. Yogi berra was a Great Catcher who played for the New York yankees.
4. The author joseph conrad was a polish immigrant to great britain.
5. My Elementary School was named after dr. martin luther king, jr.
6. Key West is an Island off the coast of Florida.
7. His Uncle Roberto runs a Gas Station that is across the street from the stokes Building.
8. Does dr. Ranelli see patients at phoenix General Hospital?
9. Muhammad, our class President, practices the religion of islam.
10. south African writer Nadine Gordimer won the nobel prize.

EXERCISE B Each of the numbered items in the following letter contains at least one error in capitalization. For each numbered item, circle each letter that should be capitalized but is not.

Example [1] Marta wrote a letter to aunt Carmelita.

[11] dear Aunt carmelita,

[12] Do you remember that i am in the sixth grade at wilson elementary? [13] My teacher mrs. abel is swiss. [14] In english class, we are reading *The old man and the sea*. [15] In history, we are studying the revolutionary War. [16] I learned a lot about gen. george Washington. [17] In science class, we learned to identify the big Dipper. [18] We are going to learn about the space shuttle *discovery* after the thanksgiving holiday. [19] i will visit you and uncle jaime soon.

[20] sincerely,

Marta

Proofreading Applications: Directions

Good writers are generally good proofreaders. Readers admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Picture this: It is a hot summer day, and you have been walking eight blocks. You are now standing under a street sign that reads “Twelfth Street.” In your hand is a crumpled page of handwritten directions. The directions say “Turn left at the twelfth street sign.” What do you do? Do you turn left now? Or do you continue walking for another four blocks to the twelfth street sign? It’s confusing, isn’t it?

If the writer had capitalized *Twelfth Street*, you would know what to do. Proper capitalization makes a writer’s meaning clear. Be particularly careful to use capital letters correctly whenever you write directions.

PROOFREADING ACTIVITY

Find and correct the errors in capital letters in the following directions. Use proofreading symbols to make your corrections.

Example I’m looking forward to seeing you on saturday/Afternoon.

≡

Our house is a little difficult to find, so i wrote these directions for you. Begin at Forrest elementary school. Get on the road that runs on the North side by the playground. Go past the little Store called Elmer’s on the corner of Vine and elm. You’ll go right past kaybean’s coffee house.

You should now be on Ruskin drive. By the way, the pink house with the cement Rabbits out front belongs to Kelsey’s Dad. Mr. Jackson always has a big thanksgiving day party for the whole neighborhood.

Next, you’ll pass by a blue house where a south American macaw usually perches on the porch. His name is Pancho, and he actually speaks spanish and some portuguese. Our house is on the street next

Literary Model: Capital Letters in a Poem

They [the Jumbles] sailed to the Western Sea, they did,
 To a land all covered with trees,
 And they bought an Owl, and a useful Cart,
 And a pound of Rice, and a Cranberry Tart,
 And a hive of silvery Bees.

60

And they bought a Pig, and some green Jackdaws,
 And a lovely Monkey with lollipop paws,
 And forty bottles of Ring-Bo-Ree,
 And no end of Stilton Cheese.

65

Far and few, far and few,
 Are the lands where the Jumbles live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.

—from “The Jumbles” by Edward Lear

EXERCISE A Write the words in the verse that do not follow the rules of capitalization covered in this chapter. (Hints: *Stilton* is the name of a place in England. *Western Sea* and *Jumbles* should be considered proper nouns. The words *jackdaws* and *sieve* are common nouns.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EXERCISE B What effect does the capitalization of the words you identified in Exercise A have on the poem? Before you answer, ask a classmate or your teacher to read aloud lines fifty-nine through sixty-five of “The Jumbles.” Follow along in your workbook, highlighting the words from the poem that the reader stresses.

Writing Application: Using Capital Letters in an Essay

A proper adjective is any adjective formed from a proper noun. For example, names of places and organizations very often give rise to proper adjectives.

EXAMPLES The **Asian** restaurant around the corner has delicious food.
The **Rotarians** held a debate on recycling at the Rotary Club.

A proper noun is capitalized, and so is a proper adjective. Any time you use an adjective, determine whether it comes from a proper noun. If it does, the adjective probably needs to be capitalized. If you are not sure whether you should capitalize an adjective, check a dictionary.

WRITING ACTIVITY

Your school is planning an international culture day, with each grade level responsible for a certain part of the celebration. Sixth-graders are coming up with the menu for the event. Choose four foods from four cultures, and convince your class that your menu is the one students will enjoy most while learning about a new culture. Be sure to capitalize the proper nouns and adjectives you use.

PREWRITING Because you are probably familiar with some cultures and their foods, you may already have menu suggestions in mind. If not, head for some cookbooks, which you can find in a public library, online, or perhaps in your own kitchen. Decide on four foods that would go together well. Don't forget a drink and perhaps a dessert!

WRITING You will present a menu sheet—a list of the foods that you are suggesting—and two paragraphs describing the foods and the cultures of those who traditionally eat those foods. Persuade your class that the entire school needs to experience these cultures through the foods. You may wish to brainstorm a list of reasons that these cultures matter to students. Do people who belong to each culture live nearby? Have they made special contributions to our world? Is the culture mysterious or exotic? Does it have a long history? What interests you about the culture?

Organize your thoughts into two persuasive paragraphs, briefly discussing two cultures in each paragraph. Use transitional words and phrases to move readers smoothly from one food to the next so that their reading experience will be cohesive.

REVISING After your paragraph is complete, think about the words that will best convince students to choose your suggested menu. Choose “appetizing” words that will make students want to taste these foods and learn about the culture from which the foods come.

PUBLISHING Check your menu and paragraph for mistakes in spelling and punctuation. Be sure that you have capitalized all proper nouns and proper adjectives. Make your menu attractive by using illustrations or decorative fonts. Then, present your menu and paragraphs to the class and let them decide whether your menu should be adopted.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. For a social studies class, you could prepare a presentation about some of the traditions and beliefs of a culture that interests you. Write a speech that you will present to the class, choose pictures to illustrate your words, and try to bring some cultural items that students can see and handle. If you are able, top off your fine production with a sample of the culture's food.

Choices: Investigating Punctuation

Here's your chance to step out of the grammar book and into the real world. You may not notice punctuation marks, but you and the people around you use them almost every day. The following activities challenge you to find a connection between punctuation and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

ART

Coming Soon!

What do commas look like to you? Maybe they make you think of tadpoles. Then again, commas might remind you of germinating seeds. Use your imagination to create posters advertising your vision. Then, with your teacher's permission, display the posters in the classroom.

ETYMOLOGY

Deep Roots

Look up the word *punctuate* in a dictionary. Find out its root and what it means. Then, find other words, such as *punctual*, that use this same root. When you're done, prepare a poster in which you illustrate how these words and their meanings grow out of a single root.

ORGANIZING INFORMATION

In a Nutshell

Make a two-column chart to help you and your classmates study end marks, commas, semicolons, and colons. List the rules from this chapter in the left-hand column and examples of the rules in the right-hand column. Then, make copies of your chart to give to your classmates. Now, everyone will have a quick reference listing of the rules on hand.

WRITING

Four by Four

Write a four-line poem. In your poem, end one sentence with a period. End another with a question mark and another with an exclamation mark. Finally, make the remaining sentence a command; end this sentence with either an exclamation mark or a period. Present your sentences in any order that you choose, but be sure that each sentence is correctly punctuated. With your teacher's permission, post your poem in your classroom.

GAME

Fun and Games

Make a list of at least ten mind-bending questions. Each question will ask contestants to name a set, such as all the planets, all the continents, or all seven wonders of the ancient world. For each question, two contestants must go to the chalkboard and write a sentence with a colon followed by the series that answers the question. The first contestant to get the correct answer with the correct punctuation wins a point for his or her team. The team with the most points at the end of the game wins!

WRITING

Obstacle Course

Write a paragraph in which you insert several unnecessary commas. Then, ask a brave classmate to read your paragraph to the class, but don't let him or her read the paragraph beforehand. Your classmate will probably stumble several times, so be sure to let him or her know that reading your paragraph will be a real obstacle course. When your classmate is finished, ask him or her to circle the commas that made reading the paragraph difficult. Did he or she circle every unnecessary comma?

INVENTION

Make Your Mark

It's a new century! Design a new mark of punctuation for our changing times. You'll need a shape, a name, and a purpose for your mark. Begin by considering what new situations or technologies, such as e-mail, might need such a mark. Once you have come up with a punctuation mark and a good reason for it, write five sentences using your new mark. Don't forget to share your invention with your classmates.

End Marks

- 12a.** Use a period at the end of a statement (a declarative sentence).
- 12b.** Use a question mark at the end of a question (an interrogative sentence).
- 12c.** Use an exclamation point at the end of an exclamation (an exclamatory sentence).
- 12d.** Use either a period or an exclamation point at the end of a request or a command (an imperative sentence).

EXAMPLES Fire safety is important for everybody.
 Do you have a smoke detector in your house?
 The movie was great!
 Please help with the litter. [a request]
 Pick up that litter. [a command]
 Pick up that litter this instant! [a strong command]

EXERCISE A Insert periods, question marks, and exclamation points where they belong in the following sentences.

Example 1. What a beautiful seashell collection!

1. Leslie's mother collects driftwood
2. It's fun to collect things
3. Have you seen my shell collection
4. What a colorful collection it is
5. Please don't drop it

EXERCISE B Decide where each sentence in the following paragraph begins and ends. Then, insert punctuation marks where needed. Also, triple underline each lowercase letter that should be capitalized.

Example have you ever heard of Easter Island?

Easter Island is a small island in the South Pacific it is 2,300 miles west of South America the island was first settled about 1,600 years ago Easter Island is best known for its giant stone statues have you ever seen a picture of one the statues are called *moai* there are over six hundred of these statues on the island most of them are 11 to 20 feet tall some of them are as tall as 40 feet what a strange sight they are

Abbreviations

12e. Many abbreviations are followed by periods.

EXAMPLES Dr. Ann Stern James K. Polk Diabetes Assn. Feb.
Springfield Ave. Colo. St. Louis P.M.

Abbreviations for government agencies and some widely used abbreviations are written without periods. Each letter of such abbreviations (which are called *acronyms*) is capitalized.

EXAMPLES UN (United Nations) MLA (Modern Language Association)
ROTC (Reserve Officers' Training Corps) OR (operating room)

Abbreviations for units of measure are usually written without periods and are not capitalized.

EXAMPLES cc kg ml m ft lb qt

EXERCISE A Insert periods where they belong in the following sentences.

Example 1. Didn't Dr. Wilson work for the FBI?

1. Is Mrs. Johnson's plane leaving at 10:00 AM. or 10:00 PM.?
2. The store's new address is 2800 S State St, Ann Arbor, MI 48104.
3. NASA's Johnson Space Center is in Houston, Tex, if I'm not mistaken.
4. The author of *The Hobbit*, my favorite book, is J R R Tolkien.
5. Patricia lives on Morning Glory Cir in Charleston, S Carolina.
6. My baby sister was born at 2:38 A.M. on Sat, Jan 9, 2000, at St Luke's Hospital.
7. Juanita Calderon, DDS, is my dentist.
8. Paul McIntyre, Jr, is 4 ft, 8 in tall.
9. Please drop off your old plastic bottles at M E Mayer Recycling, Inc, at 1423 Moscow Road.
10. During his TV lecture, Dr Olson said that the Battle of Hastings happened in AD. 1066.

EXERCISE B On the lines provided, spell out the words that are abbreviated.

Example 1. the U.S. of A. *the United States of America*

11. Dr. Robert Sanders _____
12. S. Anderson St. _____
13. Gen. Colin Powell _____
14. New Orleans, La. _____
15. Sun., April 15 _____

End Marks and Abbreviations

- 12a.** Use a period at the end of a statement (a declarative sentence).
- 12b.** Use a question mark at the end of a question (an interrogative sentence).
- 12c.** Use an exclamation point at the end of an exclamation (an exclamatory sentence).
- 12d.** Use either a period or an exclamation point at the end of a request or a command (an imperative sentence).
- 12e.** Many abbreviations are followed by periods.

EXERCISE Revise the following sentences, adding periods, question marks, and exclamation points where needed.

Example 1. If you're going to be home later than 6:00 P.M., please call.

1. The British adventurer T E Lawrence is also known as Lawrence of Arabia
2. Did you know that my house is on N Peach St
3. Tonya grew up in St Augustine, Fla, but now she lives in Toronto.
4. Please be very careful with that box
5. My father is being treated by Dr John Kim
6. Where did you put the toaster
7. My mother left her job at Baxter, Baxter, and Assoc and went to work for the FBI
8. The dog snatched the bone off the kitchen counter
9. Please let me know if you and David, Jr , want to come to the movies with me
10. What a gorgeous sunset this is
11. Prof Pedro Ríos will speak to us about his research on black holes
12. Who bought the house at 2403 W Jefferson Lane
13. How nice our new neighbors are
14. Please call Mrs McConnell about this weekend's plans
15. Is Mr Patrick Leblanc, Sr, or his son going to the exhibit
16. I believe Timothy S Palmer published a new book last year
17. What nerve she has to say such a thing
18. The new community center will be on Kerr Ave next to the library
19. How much does that book by D H Lawrence cost
20. Betsy has just moved to Flagstaff, Ariz, with her family

Commas with Items in a Series

12f. Use commas to separate items in a series.

12g. Use commas to separate two or more adjectives that come before a noun.

WORDS IN A SERIES Our parrot talks, whistles, and sings.

WORD GROUPS IN A SERIES Every day I uncover the cage, pour the seed, and change the water.

TWO OR MORE ADJECTIVES Italy is a beautiful, fascinating country.

EXERCISE A Insert commas where they are needed in the following sentences.

Example 1. Mrs. Sanchez stood up, closed the book, and walked away.

1. Tracy made her bed hung up her clothes and took out the trash.
2. Dale has the following jobs: drying dishes walking the dog and ironing.
3. The plane stops at Chicago Atlanta and Miami.
4. Nick Tom and Molly walk to school together.
5. They hike swim and play volleyball on Friday.
6. Do you live near the school the park or the factory?
7. The flower show had lilies orchids and violets.
8. Mrs. Olson Mr. Ginsburg and Dr. Pratt spoke at the assembly.
9. Oregano adds flavor to sauces soups and pasta.
10. Would you prefer to eat bagels omelets or cereal?

EXERCISE B Some of the following sentences need commas and some do not. If a sentence needs a comma, insert one. If a sentence is already correct, write C next to the number.

Example 1. Did you see the tall, quiet stranger?

11. Old worn tires may be recycled.
12. Yeast in warm moist dough makes bread rise.
13. This is the reddest roundest tomato in the pail.
14. We gathered tiny purple flowers.
15. Some children sang a jolly carefree tune.
16. They played in a cool spacious treehouse.
17. Have you learned the new soccer rules?
18. The fast exciting game was fun to watch.
19. What a colorful soft jacket that is!
20. Mountain goats and antelopes have powerful hind legs.

Commas in Compound Sentences

- 12h.** Use a comma before *and, but, for, nor, or, so, or yet* when it joins independent clauses in a compound sentence.

EXAMPLE Bicycle helmets are important, for they protect us.

EXERCISE A Add commas where they are needed in the following sentences.

Example 1. This helmet is well constructed, so it will probably last a long time.

1. Bicycle safety is important so learn the rules.
2. Drivers can't always see you but you can usually see them.
3. Pilar owns a helmet yet she sometimes forgets to take it.
4. Are you going to carry it to the park or will you wear it?
5. Most helmets have reflectors yet drivers may not see you.
6. My reflectors are shiny but they're small.
7. Helmets can be light and they should be comfortable.
8. Air vents are helpful for you may perspire.
9. There's a bicycle club at school so why don't we join it?
10. Jake did not race this week nor did he race last week.

EXERCISE B On the line provided, combine each pair of short sentences to form a compound sentence. Use *and, but, for, so, or yet*. Include commas as needed.

Example 1. We're very tired right now. We can rest soon.

We're very tired right now, but we can rest soon.

11. This is a long trip. We packed plenty of food.

12. I'm wide awake. I'm not afraid.

13. This backpack is bulky. It isn't heavy.

14. It's foggy outdoors. We might start late.

15. You prepare the camp stove. I will get the food ready.

Commas with Interrupters

12i. Use commas to set off an expression that interrupts a sentence.

(1) Use commas to set off appositives and appositive phrases that are not necessary to the meaning of a sentence.

(2) Use commas to set off words used in direct address.

EXAMPLES The first-place winner, Ricardo, can enter the finals.
 Spaghetti, a thin pasta, can be served with different sauces.
 Did you say, Mrs. Herbert, that you need a baby sitter?
 Ted, will you take care of Dylan on Saturday?

EXERCISE A Each of the following sentences contains at least one error in the punctuation of an appositive or an appositive phrase. Add commas to correct each error.

Example 1. Mr. Addison, our teacher, comes from Chicago.

1. The Jolly Tiger my father's favorite restaurant has a special this week on sandwiches.
2. I saw a special on television last night about cartography the science of mapmaking.
3. The organizers of the field trip Maya and Brenda prepared a guidebook for the class.
4. Have you met Dr. Santini our guest of honor?
5. Brendan a science fiction fan wrote a report about his favorite film.
6. I finally found a can of tomato sauce the last necessary ingredient for the recipe.
7. Whiskers our cat is fond of sleeping under the bed.
8. The story the funniest one I've read in a long time was the last one in the book.
9. The movie's music was written by Bernard Herrmann a well-known film composer.
10. A nutritionist Mr. Unruh will talk to us later about a balanced diet.

EXERCISE B Add commas as necessary in the following sentences.

Example 1. Tom, will you bring me that wrench, please?

11. Tell me Dr. Morituri how long have you lived in San Francisco?
12. Carla are you finished reading the newspaper yet?
13. Ask your mother's permission before you turn on the television Nicoletta.
14. Try not to drop the ball next time Ernesto.
15. If you bring the plates Nedra I'll bring the silverware.

Commas with Introductory Elements

12j. Use a comma after certain introductory elements.

- (1) Use a comma after *yes, no*, or any mild exclamation such as *well* or *why* at the beginning of a sentence.
- (2) Use a comma after two or more introductory prepositional phrases.
- (3) Use a comma after an introductory adverb clause.

EXAMPLES **Well,** can I expect you by two o'clock?

At the end of the tough practice, the coach praised her players.

After you have finished eating your breakfast, please help shovel the snow.

EXERCISE A Each of the following sentences is punctuated correctly. In the blank next to each sentence, write the number of the comma rule that applies to the sentence.

Example 12j, (2) 1. At the top of the staircase, Ali stood with his arms folded.

- _____ 1. Before he went home, Michael had collected fifty seashells.
- _____ 2. On top of the workbench in the garage, you will find a claw hammer.
- _____ 3. As soon as Maria saw the moons of Jupiter through a telescope, she knew she wanted to study astronomy.
- _____ 4. Yes, that's exactly what I meant.
- _____ 5. In spite of the rain, we had a good time at the picnic.

EXERCISE B Add commas where necessary in the following sentences.

Example 1. Before we left the house, we had locked all the doors and windows.

- 6. So are you ready to go?
- 7. In the trees around our house the birds make a loud racket every morning.
- 8. After the birthday party on Saturday Kyle and Lucita cleaned up the yard.
- 9. On behalf of the entire team the coach thanked Lakshmi for making the winning goal.
- 10. Say have you read today's newspaper?
- 11. Before you apply for a passport you will need to get your picture taken.
- 12. Once he was awake Paul no longer remembered the frightening dream.
- 13. In the yard behind the house a cat sleeps in a patch of sunlight.
- 14. Why here comes Katie!
- 15. Ten minutes after the fireworks display had ended smoke was still drifting across the lake.

Commas A

- 12f.** Use commas to separate items in a series.
- 12g.** Use commas to separate two or more adjectives that come before a noun.
- 12h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 12i.** Use commas to set off an expression that interrupts a sentence.
- 12j.** Use a comma after certain introductory elements.

EXERCISE Add commas where necessary in the following sentences. Hint: Some sentences need more than one comma.

Example 1. Yes, the three winners of the spelling bee were Claudia, Latisha, and Benson.

1. I wish I could come to the movies with you but I have to mow the lawn.
2. No that book is not the one she read.
3. That long low mound of earth is called a barrow.
4. Isaac Newton was one of the founders of modern physics the study of matter and energy.
5. The three closest planets to the Sun Martin are Mercury Venus and Earth.
6. Hey is your dog a springer spaniel?
7. In the room at the top of the stairs I found an old photo album.
8. The small gray cat lapped milk from the saucer.
9. By the middle of the afternoon the snow had melted.
10. Ms. Ozu our next-door neighbor plays the violin.
11. What sort of apple is this Chester?
12. The short peppy song on the radio made us all laugh.
13. Last weekend we went to the park to the movie theater and to the museum.
14. The dog lay down and began to whimper so we gave it a treat.
15. Before you go Aimee tell us how you started writing songs.
16. Julio found an old faded picture of his grandfather.
17. Do you want to see a movie or would you rather see a concert?
18. Amelia has a dog a cat and a hamster.
19. The small fragile locket was a treasured heirloom and Kathryn wore it with pride.
20. Raphael read for three hours for he couldn't wait to find out what happened.

Commas B

- 12f.** Use commas to separate items in a series.
- 12g.** Use commas to separate two or more adjectives that come before a noun.
- 12h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 12i.** Use commas to set off an expression that interrupts a sentence.
- 12j.** Use a comma after certain introductory elements.

EXERCISE Add commas where necessary in the following sentences. Hint: Some sentences need more than one comma.

Example 1. Before he went out onto the basketball court, Michael made sure his shoes were tied.

1. The four Beatles were John Lennon Paul McCartney George Harrison and Ringo Starr.
2. Sarah do you know Mr. Elway the minister of our church?
3. Carlo does not like cold weather yet he enjoys skiing.
4. The happy energetic girl ran to meet her grandfather.
5. In the backyard of our old house we taught our dog to roll over.
6. Oh I suppose you're right Sue.
7. After lunch Mr. Pradesh raked the leaves mowed the lawn and trimmed the bushes.
8. Is someone coming to pick you up or are you walking home?
9. The main ingredients of bread are flour yeast and water.
10. In the box on the top shelf of the closet Mom's old ice skates are packed in tissue paper.
11. The man on the left is Dr. Salter a local dentist.
12. At the first sign of spring I start digging my garden.
13. The crafts project calls for a pine cone glue and some glitter.
14. Sara is interested in zoology the study of animals.
15. The thick dark mud pulled at the ankles of the horses but the horses kept going.
16. In the summer of 2000 Alicia went to Spain.
17. The dog had thick brown hair and large floppy ears.
18. Mr. Allen had won the lottery yet he continued to do most of his shopping at garage sales.
19. After she took a long peaceful nap Kerri felt rested and alert.
20. After the long cold winter we were thrilled when spring arrived.

Conventional Uses of Commas

12k. Use commas in certain conventional situations.

(1) Use commas to separate items in dates and addresses.

EXAMPLES My grandmother was born on February 21, 1930, in Dayton, Ohio.
Her first home was at 652 Deerfield Lane, Dayton, Ohio, ten miles from where she currently lives.

(2) Use a comma after the salutation of a personal letter and after the closing of any letter.

EXAMPLES Dear Aunt Leilani, Dear Oscar,
Your nephew, Sincerely yours,

EXERCISE Insert commas where they are needed in the following items.

Example 1. December 14, 1999, is the day Thomas was born.

1. Have you ever been to Charleston South Carolina?
2. We shopped at flea markets in Joliet Illinois last weekend.
3. Our family is moving to 335 Hopper Place Trenton New Jersey next month.
4. Her aunt moved to Dallas Texas on February 4 2001.
5. On October 26 1825 the first boat traveled the length of the Erie Canal.
6. They arrived in New York City on November 4 1985.
7. My cousin Morgan was born on January 12 1998.
8. Nicholas moved to 18 Maple Road Sacramento California.
9. Is the University of Iowa in Iowa City Iowa or in Des Moines Iowa?
10. Please send your request to Charing Cross Bookshop 323 S. State St. Ann Arbor MI 48104.
11. Mr. Thornhill took a train to Chicago Illinois on May 5 2000.
12. The senator's office in Washington D.C. accepts all her correspondence.
13. If you don't hear from me by August 23 2001 you should send me my trunk.
14. Dear Uncle Luis
15. Yours truly
16. We have lived in Roswell New Mexico ever since I was six.
17. Jason was born in Austin Texas.
18. My parents' twentieth wedding anniversary is on Monday February 7 2005.
19. Suzie has lived in Sacramento California and Seattle Washington.
20. Sincerely

Comma Review A

- 12f.** Use commas to separate items in a series.
- 12g.** Use commas to separate two or more adjectives that come before a noun.
- 12h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 12i.** Use commas to set off an expression that interrupts a sentence.
- 12j.** Use a comma after certain introductory elements.
- 12k.** Use commas in certain conventional situations.
- 12l.** Do not use unnecessary commas.

EXERCISE Add commas to the following items where necessary, and mark through unnecessary commas.

Example 1. This year the choir~~,~~ is performing songs from *The Music Man*~~,~~ a famous musical.

1. The primary colors of the spectrum, are blue red and green.
2. The cows came down the hill and the farmer led them into the barn.
3. You can recognize the gas station by its tall red sign.
4. This summer we passed through Denver Colorado on our vacation.
5. Ms. Marrazzo our English teacher recommended that we read *The Yearling*.
6. Before you get too caught up in your book bring me the newspaper.
7. Sincerely yours
8. Chelsea brought her CD player to the party and Bronwen brought some CDs.
9. Three of my favorite fruits are oranges apples and peaches.
10. The restaurant offers several specials on Tuesday evening the slowest night of the week.
11. Yes Virginia you can go to Sally's house.
12. During the last, fifteen minutes of every school day Ms. Long reads aloud to her class.
13. The cool clean water of the spring refreshed the weary hiker.
14. Preston comes from Albany New York and Blanche comes from New Orleans Louisiana.
15. I like your idea for a story Anya but let's ask Butler what he thinks.
16. Dear Dad
17. On a hook over the stove Joe you will find a long thin spoon.
18. Yes our new address is 1221 W. 57th St. New York NY 10001.
19. After July 12 2000 please forward my mail to 1400 S. Congress Ave. Austin TX 78704.
20. After the film, was over Nicci Laura and Michael walked out of the theater.

Comma Review B

- 12f.** Use commas to separate items in a series.
- 12g.** Use commas to separate two or more adjectives that come before a noun.
- 12h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 12i.** Use commas to set off an expression that interrupts a sentence.
- 12j.** Use a comma after certain introductory elements.
- 12k.** Use commas in certain conventional situations.
- 12l.** Do not use unnecessary commas.

EXERCISE Add commas to the following letter where necessary, and mark through unnecessary commas.

Example [1] Leon is a funny, interesting, person.

[1] Dear Carla

[2] After I planned for college for years I am finally a freshman at the University of Michigan. [3] I am sharing a house near campus with my friends Carl Pete and Otto. [4] We don't always keep the house as orderly as we should but we all pitch in to help clean. [5] I am the dinner cook of the house so it's my job to provide a cheap nutritious, meal every evening. [6] If you could see me Carla you would hardly recognize me! [7] After class in the afternoon, I hurry home and start cutting up vegetables for a tasty healthy dish. [8] Yes I am quite the cook, although sometimes Otto the other cook in the house gives me a hand. [9] I would write more but it's time to start dinner!

[10] Your loving brother

Leon

Semicolons

12m. Use a semicolon between the parts of a compound sentence if they are not joined by *and*, *but*, *for*, *nor*, *or*, *so*, or *yet*.

EXAMPLES Rasheed wrote out his report; Jodi typed hers.
The Indian rhinoceros has one horn; the African rhinoceros has two.

EXERCISE A Most of the following sentences have commas where there should be semicolons. If a sentence needs a semicolon instead of a comma, write the word before and the word after the comma. Then, insert the semicolon between the two words. If a sentence does not need a semicolon, write C.

- Example** stopped; let's 1. The rain has stopped, let's take a walk.
- _____ 1. The open house is in February, the bowling party is in May.
- _____ 2. My uncle loves peppers, he eats them on everything.
- _____ 3. Trees were uprooted, and power lines swayed in the wind.
- _____ 4. His mother is a lawyer, his father manages a store.
- _____ 5. Kyle and Manuela are here early today, they are eager to complete their projects.
- _____ 6. Jalen was on time, Kristen was late.
- _____ 7. Bring a sweater, it will be cold tonight.
- _____ 8. My parents' anniversary is next week, we are throwing a party for them.
- _____ 9. Juan gave the dog a bath, and Maria cleaned up the mess.
- _____ 10. Lydia plays soccer, Tamisha plays tennis.

EXERCISE B Most of the following sentences have commas where there should be semicolons. If a sentence needs a semicolon instead of a comma, write the word before and the word after the comma. Then, insert the semicolon between the two words. If a sentence does not need a semicolon, write C.

- Example** bike; Anatole 1. Jason rode his bike, Anatole walked.
- _____ 11. My parents were born in Puerto Rico, they grew up in Chicago.
- _____ 12. They lived in San Juan, it's the capital city.
- _____ 13. In some areas, rain falls every day, but the showers are brief.
- _____ 14. Some buildings are very old, others are modern.
- _____ 15. Frost and snow are unknown, and hail is rare.

Colons

12n. Use a colon before a list of items, especially after expressions such as *the following* and *as follows*.

12o. Use a colon between the hour and the minute when you write the time.

12p. Use a colon after the salutation of a business letter.

EXAMPLES Bring the following items: math book, chart paper, ruler, and pencil.

My team includes these students: Tanya, Boris, Sudi, and Roscoe.

7:00 A.M.

10:30 P.M.

Dear Mr. McNally:

To Whom It May Concern:

EXERCISE A Insert colons where they are needed in the following items. If an item is already correct, write C before the item number.

Example 1. I packed the following: books, tapes, and a radio.

1. Mrs. Yoshira will bring the following supplies a tent, two cots, and a camp stove.
2. The question is as follows “When does magma become lava?”
3. Uncle Jim ordered these items a shovel, a sled, and skates.
4. Diego begins his paper route at 515 A.M.
5. Utah’s hills are rich in gold, silver, and copper.
6. At 740, we will leave for the airport.
7. Please bring the following crayons, art paper, and watercolors.
8. Mr. Itoh announced the winners Natalia Brooks, Teresa Cruz, and Jim Sheng.
9. Look for the following exhibits in the museum the Tyrannosaurus rex, the walk-through engine, and the mummy.
10. Dear Sir or Madam

EXERCISE B Insert colons where they are needed in the following items. If an item is already correct, write C before the item number.

Example C 1. Tonya’s favorite subjects are math, English, and history.

11. Show times are as follows 830, 930, and 1030.
12. Do you realize that it’s 330 in the morning?
13. Every first-aid kit should contain bandages, an antiseptic, and a tongue depressor.
14. Dear Dr. Jackson
15. The following people should report to the cafeteria Brian, Karen, and Maria.

Review A: End Marks and Abbreviations

EXERCISE A Insert periods, question marks, and exclamation points where they are needed in the following sentences. Hint: Some items may need more than one mark of punctuation.

Example 1. Are you meeting us at the concert hall on Alameda Blvd.?[?]

1. We're inviting Mrs Guevera to the concert
2. What a talented person she is
3. Her appointment is with Dr John R Peterson
4. Do we need to buy tickets now
5. I don't have enough money
6. Maybe Mr Goldman will lend you some
7. The Armstrong Corp is our sponsor
8. How nice they are
9. Ted now lives on Sunset Ave in San Diego
10. Please sit down

EXERCISE B Insert periods, question marks, and exclamation points where they are needed in the letter. Hint: Some items may need more than one mark of punctuation.

Example [1] Does Mrs. Rollins still live on Maple St.?[?]

[11] Sept 6, 2001

[12] Dear Mrs Rollins,

[13] Did you know we moved to St Paul? [14] What a great apartment we have [15] Mom works at the Ames Co in town [16] She and Dad are usually home by 6:00 P.M [17] How are things in New Orleans [18] Are you still planning a trip to Seattle, Wash [19] Please call or write soon

[20] Yours truly,

Patrick R O'Malley

Review B: Commas

EXERCISE A Insert commas where they are needed in the following sentences. Hint: Some items may need more than one comma.

Example 1. Beth, tell us about your uncle who lives in Dallas, Texas.

1. Uncle Milo was born in Skopje Macedonia but he moved when he was ten.
2. After a terrible earthquake in his homeland he immigrated to the United States.
3. If they get the chance they will return someday.
4. Before the sun rose that day he left to go fishing.
5. What horrible frightening sounds he heard!
6. Well what did he do then Emily?
7. The ground began to tremble and Milo rushed home.
8. When he got there the house had already collapsed.
9. Later he and his family gathered clothes food and other belongings to take with them.
10. It happened on July 26 1963.

EXERCISE B Insert commas where they are needed in the following letter. Hint: Some items may need more than one comma. If an item needs no commas, write C above the item number.

Example [1] After she had sold her house in California, my aunt moved to Arizona.

[11] July 18 2000

[12] Dear Yoko

[13] Well I'm spending the summer at my aunt's farm. [14] We're busy dyeing sheep yarn just as our Navajo ancestors did. [15] My aunt uses the yarn to weave rugs wall hangings and blankets.

[16] You can see the bright colorful designs in this photo.

[17] If you have any free time I would love to hear from you. [18] My aunt's address is 22 County Line Road Pinedale AZ 82941.

[19] Your pal

[20] Lucy

Review C: Semicolons and Colons

EXERCISE A Most of the following sentences have commas where there should be semicolons. If a sentence needs a semicolon instead of a comma, write the word before and the word after the comma. Then, insert the semicolon between the two words. If a sentence does not need a semicolon, write C.

Example music; she's 1. Marisa loves music, she's always snapping her fingers to one tune or another.

- _____ 1. The snow has fallen pretty hard, we'll need to shovel the driveway.
- _____ 2. Take a look at Jennifer's new painting, isn't it colorful?
- _____ 3. Marko is usually a very careful cook, yet he forgot to add potatoes to the stew.
- _____ 4. The skyscraper was forty stories tall, from its observation deck the people on the street looked like ants.
- _____ 5. This next song is a waltz, it has three beats per measure.
- _____ 6. The horse did not want to leave, it was happy to stay where it was.
- _____ 7. Please hand me the wrench, this bolt needs to be tighter.
- _____ 8. We call the cat Tiger Lily, for she reminds us of the flower of that name.
- _____ 9. Jackson is the best sprinter on the team, he has won six races this year.
- _____ 10. I can't speak Dutch, but I can read it.

EXERCISE B Insert colons where they are needed in the following items. If a sentence is already correct, write C before the item number.

Example 1. Please bring the following on the day of the test: a number two pencil, a notepad, and a calculator.

11. These are the debaters who will attend the semifinals Bridget Humboldt, Anthony Pescecane, and Virginia Dunning.
12. Please bring the following for the field trip tomorrow a glass jar with a lid, a handkerchief, and a magnifying glass.
13. Our cat is affectionate, playful, and mischievous.
14. The combination for the safe is as follows right 21, left 15, right 7.
15. The train always arrives at 817 sharp.

Review D: End Marks, Commas, Semicolons, and Colons

EXERCISE A Insert periods, question marks, exclamation points, and commas where they are needed in the following sentences. Hint: Some items may need more than one mark of punctuation.

Example 1. Yes, Justin, we are ready to begin cooking.

1. My favorite vegetables are peas squash and tomatoes
2. When you cook vegetables do you steam them or microwave them
3. Well I do both kinds of cooking
4. Wilford what goes into chow mein
5. You can use meat vegetables noodles and soy sauce
6. How delicious that sounds
7. Peg will bring the noodles and Samantha will bring the vegetables
8. We'll turn on the oven at 11:00 A.M
9. On the morning of the big feast Mrs Sanders will take us to the market
10. We will buy fresh crisp vegetables.

EXERCISE B Insert commas, semicolons, and colons where they are needed in the following sentences. Hint: Some items may need more than one mark of punctuation.

Example 1. Veronica, what can you tell us about Laos?

11. Well I know that it's somewhere in Southeast Asia but I don't know its exact location.
12. Give a report about Asia's people land and animals.
13. There are a number of different cultures many have their own dialects.
14. Mr. Pollack tell us about the Plain of Jars.
15. It's an area with many large mysterious jars.
16. Are there wild animals roaming about or are the animals kept in zoos?
17. Monkeys elephants and leopards live in the forests.
18. What is the housing like Miranda?
19. Some houses are built of bamboo others are made with rattan.
20. The minerals in Laos include the following tin iron zinc and silver.

Proofreading Application: Poster

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

There's very little chance that you will avoid writing something that the public will see. Sooner or later, you will need to write a classified ad or a poster or a brochure, and you will want it to be easily understood. Whenever you place your writing before the public, pay particular attention to proofreading.

PROOFREADING ACTIVITY

In the following poster, find and correct the errors in end marks, abbreviations, and commas. Use proofreading symbols to make your corrections.

Example Have you heard about Cuddlies for Little Buddies?

Dear Kids

Do you have a bushel of stuffed animals just lying around your room. The children at St. Joseph's Hospital need these warm cuddly fuzzies! You have already enjoyed them so why not share them. Puppies kitties bears lions and tigers are all needed Yes your stuffed animals can comfort these kids and help them through a tough time. At the end of this week we will be collecting stuffed animals at two locations. Deliver your clean stuffed animals to: Otis T. Higgins Elementary School. You can also place your animals in the barrel in the lobby of the hospital at 54 N. Oakland St Dr Thelma Thompson will make sure that your treasured friends find good homes.

NAME _____

CLASS _____

DATE _____

for CHAPTER 12: PUNCTUATION **pages 263–82**

Literary Model: Narrative

The band began to play again. There was movement in the dense crowd at our end of the floor; it thinned rapidly. Boys came over, girls went out to dance. Lonnie went. The girl on the other side of me went. Nobody asked me. I remembered a magazine article Lonnie and I had read, which said *Be gay! Let the boys see your eyes sparkle, let them hear laughter in your voice!* . . . It was true, I had forgotten. My eyebrows were drawn together with tension; I must look scared and ugly. . . .

Girls were still going out to the floor. Some, despairing, went with each other. But most went with boys. Fat girls, girls with pimples, a poor girl who didn't own a good dress and had to wear a skirt and sweater to the dance; they were claimed, they danced away. Why take them and not me? Why everybody else and not me? I have a red velvet dress, I did my hair in curlers, I used a deodorant and put on cologne. *Pray*, I thought. . . .

—from “Red Dress” by Alice Munro

EXERCISE A

1. Circle all of the end marks used in the passage above.
2. Which end marks are used in this passage?

EXERCISE B The narrative is told in the first-person point of view. First-person point of view uses the pronoun *I* and includes clues about the author's feelings. What does the use of a variety of types of sentences—some punctuated with a period, others with a question mark, and still others with an exclamation point—tell you about the author's feelings concerning the events in the narrative? Include two sentences from the narrative to support your answer.

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MECHANICS | Language in Context: Literary Model

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Writing Application: Proposal Letter

The use of colons can make your writing look neat and professional. It can also help create variety and make your writing more interesting to read. However, some writers create sentence fragments by using colons incorrectly. You can avoid this problem if you remember this tip: Be sure that you have a complete sentence before the colon.

INCORRECT Thomas loves: watermelons, pears, and strawberries.

CORRECT Thomas loves many kinds of fruit: watermelons, pears, and strawberries.

WRITING ACTIVITY

Write a proposal letter to convince your family to let you have a sleepover. In your letter, you will have many opportunities to use colons. For example, you will introduce the guest list and the supply list with colons.

PREWRITING Start with the basics. What information will your family need to know to decide whether to allow you to have a sleepover? Provide this information in the form of lists introduced with colons. For example, you could provide an activity list, a guest list, and an expense or supply list. Be sure that you introduce each list with a complete sentence and a colon.

WRITING You now have a good deal of useful information, and you are ready to write it out as a letter. Begin the first paragraph by explaining why you want to have a sleepover. Also, give the date and time you want to have your sleepover. Then, include a separate paragraph for each list you brainstormed in prewriting. For example, your second paragraph could be about the activities you are planning. The first sentence in this paragraph could introduce your list; the next several sentences could elaborate on the items in the list or explain why the items are necessary. Use the last paragraph to restate why you want to have a sleepover. Be sure to maintain a polite, respectful tone throughout your letter.

REVISING Once you have finished writing the body of your letter, have a friend read it to make sure the tone is polite. Then, make sure that you used colons correctly. Did you introduce each of your lists with a complete sentence and a colon?

PUBLISHING Proofread your letter for errors in spelling and punctuation. Hand your letter to a member of your family. If you want to be more formal, you can ask a friend to send the letter through the mail from his or her home.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. For an English class you could practice writing a “how-to” essay by discussing the challenges involved in planning and pulling off the perfect party. Don’t forget to warn students about things that can go wrong! You could illustrate potential problems with stories from your sleepover.

Choices: Investigating Punctuation

Here's your chance to step out of the grammar book and into the real world. You may not notice punctuation, but you and the people around you use it every day. The following activities challenge you to find a connection between punctuation and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

GAMES

The Challenge

Can you write a sentence that contains an apostrophe in every single word? Can anyone? You'll never know until you try. Try it! Better yet, have a contest to see who can write the sentence that contains the most apostrophes. Questions and contractions are allowed. The prize is up to you.

ART

Inside and Out

First, draw an outline of a giant apostrophe. Then, inside the apostrophe, write as many contractions as you can. Naturally, you will want to include a few contractions that refer to your class, the students in it, and your projects. You may want to outline your giant apostrophe in a bright color and use the same color for the apostrophes in the contractions you use. You may have other ideas in mind. Whatever you do, be creative!

BUILDING BACKGROUND KNOWLEDGE

E-mail

Hyphenated words can be any of several parts of speech. For each part of speech, try to come up with an example of a hyphenated word. You won't find a hyphenated word for some parts of speech. Can you figure out which ones? Then, prepare a chart that lists each part of speech. Under or beside each part of speech, write a sentence that includes a highlighted example of a hyphenated word used as that part of speech. With your teacher's permission, hang your chart in the classroom.

ANALYZING SOURCES

Hyphen Detective

Think of five words with at least three syllables each. Then, look up each word in a different dictionary. Do all of the dictionaries agree on how to break each word into syllables? Do all of the dictionaries show where you may hyphenate each word? If so, do the dictionaries agree on where each word can be hyphenated? Take careful notes on each difference, if any, between dictionaries. Write a short paragraph, noting the results of your investigation.

HISTORY

In the Olden Days

Where did English get the word *italic*? There's an interesting story to discover. Start with a dictionary. Then, to find out more, move on to encyclopedias or whatever sources you need. Report to the class the story behind the word.

SURVEY

Top Twenty

Take a survey among your classmates. First, brainstorm a list of books and short stories with the class. Be sure that you correctly use quotation marks and underlining in your list. Then, ask each class member to choose the best book or story from the list. Arrange the results of your survey in order from the most popular book or story to the least popular. Then, post your list where everyone can see your class's top twenty books and stories.

Underlining (Italics) A

- 13a.** Use underlining (italics) for titles and subtitles of books, plays, periodicals, films, television series, works of art, and long musical works.

BOOKS *Treasure Island*

The Joy Luck Club

PLAYS *A Raisin in the Sun*

The Miracle Worker

PERIODICALS *Milwaukee Journal*

Cricket

FILMS *Toy Story*

Mulan

TELEVISION SERIES *Dr. Quinn, Medicine Woman*

Sesame Street

WORKS OF ART *Mona Lisa* [painting]

David [statue]

LONG MUSICAL WORKS *Nutcracker Suite*

The Sound of Music

- 13b.** Use underlining (italics) for names of trains, ships, aircraft, and spacecraft.

EXAMPLES *USS Nimitz*

Spirit of St. Louis

Challenger

EXERCISE A In the following sentences, underline the words that should be printed in italics.

Example 1. This fall my sister's theater group will present the play Much Ado About Nothing.

- Uncle Ed gave me six copies of National Geographic.
- Is there a travel section in the Miami Herald?
- Fog Warning was painted by Winslow Homer.
- My sister sang in The Mikado, an operetta.
- Judy Garland starred in The Wizard of Oz.

EXERCISE B In the following sentences, underline the words that should be printed in italics.

Example 1. Have you ever read the book The Hobbit by J.R.R. Tolkien?

- Every Sunday my aunt does the crossword puzzle in The New York Times.
- The train City of New Orleans runs from Chicago to New Orleans.
- My favorite old television show is Lost in Space.
- Have you ever read Mark Twain's novel The Adventures of Huckleberry Finn?
- Last night my sister took me to see the opera The Marriage of Figaro.
- What year did the Titanic sink?
- What year was the film Titanic released?
- My young brother always reads the magazine Boy's Life from cover to cover.
- The painting American Gothic is the work of the American artist Grant Wood.
- Can anyone tell me who wrote the play Romeo and Juliet?

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Underlining (Italics) B

- 13a.** Use underlining (italics) for titles and subtitles of books, plays, periodicals, films, television series, works of art, and long musical works.

EXAMPLES *The Butter Battle Book*

Touched by an Angel

Stone Soup

- 13b.** Use underlining (italics) for names of trains, ships, aircraft, and spacecraft.

EXAMPLES *California Zephyr*

USS Macon

Voyager 2

EXERCISE A In the following sentences, underline the words that should be printed in italics.

Example 1. The launch of the space shuttle Endeavor was a success.

1. Last night the orchestra played George Gershwin's long work Rhapsody in Blue.
2. What time does TV Guide say the program starts?
3. Mary Shelley's novel Frankenstein was published when she was only twenty-one years old.
4. The funniest movie I ever saw was Duck Soup, a Marx Brothers film.
5. My little sister enjoys watching reruns of The Andy Griffith Show.
6. Stuart is reading The Phantom Tollbooth, a book by Norton Juster.
7. How long is the play Hamlet?
8. When we were in Long Beach, California, we visited the old ocean liner the Queen Mary.
9. In the museum Maria spent a long time looking at Rembrandt's painting Night Watch.
10. This year the student musical will be The Music Man.

EXERCISE B In the following sentences, underline the words that should be printed in italics.

Example 1. The ending of the film Old Yeller always makes me cry.

11. The song "I Could Have Danced All Night" appears in the musical My Fair Lady.
12. We learned about the Constitution, a warship.
13. Picasso's famous painting Guernica was painted in response to the Spanish Civil War.
14. Ms. Dominquez read aloud to her class from the book I Know Why the Caged Bird Sings.
15. For his birthday, Prentice's parents took him to see the film James and the Giant Peach.
16. The narrator for this recording of Peter and the Wolf is the actor Patrick Stewart.
17. Sondra read a profile of Denzel Washington in People magazine.
18. The Civil War battleships the Monitor and the Merrimack fought a battle on March 9, 1862.
19. Maria's sister enjoys watching the show 7th Heaven.
20. The song "Octopus's Garden" appears on the Beatles album Abbey Road.

Quotation Marks with Direct Quotations

13c–h. Use quotation marks, other punctuation marks, and capital letters correctly to set off direct quotations.

EXAMPLES Janine said, “I like movies with surprise endings.”
 Patricia asked, “May I help with the decorations?”
 “We will begin decorating the gym,” said Roger, “at 5:30.”
 “I found the perfect hamster at the pet store!” cried Yoko.
 “The game did not go well,” said Dean. “We lost by twenty points.”
 Who said, “The play starts at 7:30”?

EXERCISE In the following sentences, add quotation marks and other punctuation marks where they are needed. Also, correct any errors in capitalization. If a sentence is already correct, write C before the item number.

Example 1. Viviana asked, “^may I have milk instead of tea?”

1. Mr. Lasky said, You can leave for the game.
2. Your dress looks like a costume, Mother remarked.
3. Thomas, will you buy the sandwiches? asked Coach Schultz.
4. Jake replied that he didn’t mind at all.
5. Judith said, I’ll bring paper plates.
6. Who borrowed my ruler Carmen asked.
7. I said that I might have left my book in math class.
8. Grandma cried out a tornado is coming!
9. Who said Each player will receive a prize
10. Renee said that she was joking about the iguana.
11. Can I have an apple, too? asked Fiona.
12. Yikes! shouted Annie. There’s a snake on the trail.
13. Casey pulled her lips back over her gums and asked do I have anything on my teeth?
14. Wash the dishes, instructed Dad, and afterward we’ll play chess.
15. Beauregard is the name of my new pet rabbit announced the girl proudly.
16. Sometimes, said Felipe, I go to the Tejano record store in my electric wheelchair.
17. Catch Fido before she catches that cat! screamed Greg.
18. Who said, I have your sweater?
19. I told him that I didn’t want to be on the team.
20. I have learned the names of the constellations, said Ashley, but can’t identify them yet.

Quotation Marks in Dialogue

- 13i.** When you write dialogue (conversation), begin a new paragraph every time the speaker changes.

EXAMPLE “How many laps did you swim in the pool this morning?” Tony asked his older sister, Millicent.

“Well,” replied Millicent. “I swam forty laps.”

- 13j.** When a quotation consists of several sentences, put quotation marks only at the beginning and the end of the whole quotation.

EXAMPLE “I just love my new sweater. It’s so warm, and it fits perfectly,” said Ruth.

- 13k.** Use single quotation marks to enclose a quotation within a quotation.

EXAMPLE “I’m sure Jason said, ‘Meet me at the theater,’” said Elena.

EXERCISE A Some of the quotation marks in the following dialogue are unnecessary. Cross out any quotation marks that should not appear. Also, insert single quotation marks where needed. Insert a paragraph symbol (§) wherever a new paragraph should begin.

Example [1] “I like using the computer to write papers.” I finish my papers faster, and they look better, too,” said Rena. [2] ¶ “Yes, I agree,” replied Sonia.

[1] Rena asked, “What are you doing here, Sonia?” “Do you need to use the school’s computer?” [2] “Well, maybe,” Sonia replied, “but I don’t have anyone to show me how.” [3] “I’ll be glad to show you,” said Rena.” [4] “I don’t really understand everything that Mr. Frank told us,” Sonia said. [5] Rena laughed, “Who could understand everything about computers?” [6] Sonia said, “Well, let’s get started.” “I only have thirty minutes.” [7] “Please hand me the mouse,” Rena said. “Do you remember what Mr. Frank said?” [8] “He said,” continued Rena, “Students, to open a document on a disk, you must double-click on the disk icon.” [9] “Thanks for the tip,” Sonia said. That sounds easy.” [10] “No problem,” said Rena.

EXERCISE B Add quotation marks where they are needed in the following sentences.

Example 1. “I think that man said, ‘Do you know the way to the library?’” said Becky.

11. Alice asked me, Have you already read the assignment? said Lewis.
12. Then Mr. Okonkwo said, Let’s make a model of the catapult, continued Enrico.
13. Victor said, Why don’t we all pitch in? We can finish the project early if we all work together.
14. I used to have a bicycle just like this one, said Sara.
15. It’s such a gloomy day. Do you want to stay inside and play a board game? asked Tomas.

Quotation Marks with Titles

- 131.** Use quotation marks to enclose the titles of short works such as short stories, poems, newspaper or magazine articles, songs, episodes of television series, and chapters and other parts of books.

SHORT STORIES “Petronella”

SONGS “God Bless America”

POEMS “The Sneetches”

EPISODES OF TV SERIES “Moon Landings”

ARTICLES “Improve Your Soccer Game”

PARTS OF BOOKS “Spelling”

Titles that appear in quotation marks are set in single quotation marks when they appear within a quotation.

EXAMPLE Jerry said, “I enjoyed reading the short story ‘The Tell-Tale Heart.’”

EXERCISE Add quotation marks and single quotation marks where they are needed in the following sentences.

Example 1. Please read the next chapter, “England in the Middle Ages.”

1. Have you read Hector the Collector, a poem by Shel Silverstein?
2. That was in the chapter Reading Poetry.
3. Denise said, “The story Mufaro’s Beautiful Daughters is an African tale.”
4. How to Open a Savings Account is a good article.
5. The School Bus Mystery was a thrilling episode.
6. Did you find the article Caring for Your Puppy helpful?
7. We sang Row, Row, Row Your Boat all the way home.
8. The story The Three Billy Goats Gruff makes my cousin laugh.
9. “Next Monday you will each recite the poem Jimmy Jet and His TV Set,” said Mr. Smith.
10. Over the Rainbow is a song from *The Wizard of Oz*.
11. The Lake Isle of Innisfree is a poem by W. B. Yeats.
12. We read Faulkner’s short story Barn Burning.
13. Lisa read a story called The Darling.
14. The journalist wrote about his experiences on the job in the article How I Got That Story.
15. “Would you like to sing Don’t Rain on My Parade?” asked Mary.
16. My favorite TV show featured an episode called Hush.
17. One section of our literature text is called Machine Mania: People and Technology.
18. Jason replied, “My favorite song is Bridge over Troubled Water.”
19. The article Build Your Own Airplane ended with a list of necessary parts.
20. A Day in the Life is the last song on the album *Sgt. Pepper’s Lonely Hearts Club Band*.

Quotation Marks

Use quotation marks to enclose direct quotations as well as the titles of short works such as short stories and poems.

EXAMPLES Gary exclaimed, “I hope that’s not my sandwich you’re eating!”
“I like the short story ‘To Build a Fire,’” said Terry.
“Who would like to go first?” asked Mrs. Frasier.
Have you heard Beethoven’s “Moonlight Sonata”?

EXERCISE A In the following sentences, add quotation marks and other punctuation marks where they are needed. Also, correct any errors in capitalization.

Example 1. Kenneth asked, “^How many books by Yoshiko Uchida are in our library?”

1. Who is your favorite author asked Miss Ray.
2. Blake read the short story The Lottery during the lunch period.
3. Those customs said Anna are interesting.
4. Have you heard Ray Charles sing America the Beautiful?
5. Sherri replied many people enjoy swimming. It is great exercise.
6. Danny Gatton plays an interesting version of the song Sleepwalk.
7. In Japan there is a holiday called Children’s Day reported Xavier.
8. What is the point of the story? asked Lee.
9. Mr. Thompson said, if you study the chapter, you will do well on the test.
10. David will be in charge of lighting. Marie will handle the props said Laurie.

EXERCISE B Add quotation marks and single quotation marks where they are needed in the following sentences.

Example 1. Mr. Lucas asked, “Did you see the episode ‘The Trouble with Tribbles’ on *Star Trek* last night?”

11. Where is the article I read? asked Dad.
12. Ricki said that the entire crowd sang the song Take Me Out to the Ballgame during the seventh-inning stretch.
13. Mrs. Lindenmayer said, I want you to read Isaac Asimov’s story The Fun They Had.
14. Did Mr. Standish say, The science projects are due next week? asked Tracy.
15. Tonya said, You’d love the poem The Red Wheelbarrow!

Underlining (Italics) and Quotation Marks A

Use underlining (italics) for the titles and subtitles of works such as books, plays, periodicals, and works of art and for the names of ships, trains, aircraft, and spacecraft. Use quotation marks to enclose direct quotations as well as the titles of short works such as short stories and poems.

EXAMPLES The bronze statue *The Thinker* was first modeled in clay.

“Who wrote *Incidents in the Life of a Slave Girl*? ” asked Amy.

“I believe,” said Emile, “that this is the answer.”

Tim asked, “Have you read the poem ‘The Raven’ by Edgar Allan Poe?”

EXERCISE In the following sentences, underline all words and phrases that should be in italics, and insert quotation marks and single quotation marks where necessary.

Example 1. “ We are going to see the musical The Sound of Music tonight, ” said Keith.

1. Sergio did a book report on *The Return of the Native*, a novel by Thomas Hardy.
2. His favorite chapter of the book was *The Custom of the Country*.
3. Please come in! said Steve. It’s so good to see you!
4. The plane that Charles Lindbergh flew across the Atlantic was called the Spirit of St. Louis.
5. Teresa’s favorite poem is *Things to Do If You Are a Subway* by Bobbi Katz.
6. My aunt and uncle subscribe to *Reader’s Digest*.
7. Did anybody else see the episode of *7th Heaven* last night? asked Stacy.
8. Please pick up your songbooks, said the choir director, and turn to *This Land Is Your Land*.
9. My grandfather, said Claire, once rode the famous train the Orient-Express.
10. The last song on the CD is the Cole Porter classic *Night and Day*.
11. I have tickets for a performance of the opera *La Bohème*, announced Rodney.
12. Is the song *Mona Lisa* about the famous painting *Mona Lisa*?
13. Han Solo’s spaceship in the film *Star Wars* is called the Millennium Falcon.
14. Which story would you like to read, asked Michele, *The All-American Slurp* or *La Bamba*?
15. All aboard for the Orange Blossom Special! cried the conductor from the railway platform.
16. I just read an article in the paper yesterday, said Elisabeth, called *Raising Bigger Pumpkins*.
17. Please open your copies of the book *Black-Eyed Susans*, said Ms. Akers, and turn to the story *A Sudden Trip Home in the Spring*.
18. Mr. Costello told us to turn to the second chapter, *Introduction to Atomic Structure*.
19. Someday, said Ronnie, I’d like to take a cruise on the Queen Elizabeth 2.
20. David Copperfield is an enjoyable novel, said Professor Humboldt.

Underlining (Italics) and Quotation Marks B

Use underlining (italics) for the titles and subtitles of works such as books, plays, periodicals, and for the names of trains, ships, aircraft, and spacecraft. Use quotation marks to enclose direct quotations as well as the titles of short works such as short stories and poems.

EXAMPLES David titled his new song “Chalkboard Dust.”

The space probes *Viking 1* and *Viking 2* landed on Mars in 1976.

“What time is the movie *Babe* playing?” asked his mother.

“Yes,” replied David, “I wrote the poem ‘Mood.’”

EXERCISE In the following sentences, underline all words and phrases that should be in italics, and insert quotation marks and single quotation marks where necessary.

Example 1. “My favorite song from that show,” said Faith, “is ‘People Will Say We’re in Love.’”

1. The ships Columbus sailed to America were the Niña, the Pinta, and the Santa María.
2. The professor assigned the third chapter, The Circulatory System.
3. How long has it been snowing? asked Chelsea.
4. The first Mark Twain book he ever read was A Connecticut Yankee in King Arthur’s Court.
5. He told us that he wanted to set the Langston Hughes poem The Weary Blues to music.
6. Glendon said, The train to the ski resort is called the Snowbird Express.
7. A good book about Germany, said Mr. Boylan, is After the Wall: Eastern Germany Since 1989.
8. I don’t know the lyrics to Chattanooga Choo-Choo, said the pianist, but I can play the tune.
9. We subscribe to several newsmagazines, said Meadow, including Time and Newsweek.
10. The music teacher asked her class if they had ever heard the song Baby Elephant Walk.
11. I read an article last night called How to Start a Garden in Your Backyard.
12. We’ve never read a story like Dragon, Dragon before, said Jeff.
13. When did Arthur Conan Doyle write the book A Study in Scarlet? asked the editor.
14. I hear you saw the film Toy Story last night, said Alison. What did you think of it?
15. I think you should call your short story The End of the Day, suggested Anthony.
16. Doesn’t the song Sunrise, Sunset come from the musical Fiddler on the Roof? asked Pavel.
17. Carla’s favorite episode of Star Trek, Paul explained, is The Enemy Within.
18. In the lounge car of the California Zephyr, Michael found a copy of National Geographic.
19. My father sailed from Bombay to London, said Parvati, on a ship called The Star of India.
20. You will find the information you need, said Mr. Waldrop, in the book Famous Disasters at Sea, in the chapter titled The Sinking of the Lusitania.

Apostrophes with Possessives

13m. To form the possessive case of a singular noun, add an apostrophe and an *s*.

EXAMPLES a child's wagon Robert's coat the kitten's food

13n. To form the possessive case of a plural noun that does not end in *s*, add an apostrophe and an *s*.

EXAMPLES the children's toys women's hats the mice's cage

13o. To form the possessive case of a plural noun ending in *s*, add only the apostrophe.

EXAMPLES two dogs' tracks the campers' tent three days' vacation

EXERCISE A On the line provided, rewrite each of the following expressions by using the possessive case. Be sure to add apostrophes where they are needed.

Example 1. cars of the students the students' cars

1. the temperature of the patient _____
2. a coat that belongs to Mona _____
3. nests of the ducks _____
4. the boats owned by the women _____
5. the doll that belongs to the child _____
6. the lid for that box _____
7. the health of the goose _____
8. the shells of the turtles _____
9. shoes that belong to men _____
10. coastline of Florida _____

EXERCISE B One word in each of the following sentences is missing an apostrophe. Underline the word that needs an apostrophe, and write it correctly on the line provided.

Example traffic's 1. The traffics roar kept us awake.

- _____ 11. Mr. Smiths dogs are in the backyard.
- _____ 12. Velmas twin sisters attend preschool.
- _____ 13. Have you heard Jeffreys poem?
- _____ 14. Those candidates speeches were brief.
- _____ 15. The birds cages had been left open.

Possessive Pronouns

13p. Do not use an apostrophe with possessive personal pronouns.

EXAMPLES His tacos are not as spicy as **hers**. Are those **our** sleeping bags or **theirs**?

13q. To form the possessive case of many indefinite pronouns, add an apostrophe and an s.

EXAMPLES anybody's coat someone's umbrella one's choice

EXERCISE A If the underlined pronoun is correct, write C on the line provided. If the pronoun is incorrect, write the correct form of the pronoun.

Example _____ yours 1. Is this photograph your's?

_____ 1. Is that soccer ball our's?

_____ 2. Frank's handwriting is not as easy to read as her's.

_____ 3. Which picture would you rather see, Paula's or his?

_____ 4. Our offensive line is stronger than their's.

_____ 5. Yes, that glove is mine.

EXERCISE B On the line provided, rewrite each of the following expressions by using the possessive case. Be sure to add apostrophes where they are needed.

Example 1. the prayers of everyone everyone's prayers

6. the cup of someone _____

7. the task of them _____

8. the fault of no one _____

9. the friend of him _____

10. the desk of you _____

11. the shoes of anyone _____

12. the habits of one _____

13. the glasses of him _____

14. the project of you _____

15. the pencils of anybody _____

Apostrophes in Possessives

Use apostrophes to form the possessive case of singular and plural nouns and to form the possessive case of many indefinite pronouns. Note that possessive personal pronouns do not have apostrophes.

EXAMPLES the dog's bowl
America's athletes

the turtle's shell
our house

the girls' lunches
somebody's pencil

EXERCISE On the line provided, rewrite each of the following expressions by using the possessive case. Be sure to add apostrophes where they are needed.

Example 1. the houses of the teachers *the teachers' houses*

1. the dish of the dog _____
2. the poems of the women _____
3. the raincoat of someone _____
4. the cassette of him _____
5. the basketball team of the two girls _____
6. the games of the children _____
7. the computer of the principal _____
8. the driveways of them _____
9. the dreams of no one _____
10. the wings of the geese _____
11. the baby of Rosa _____
12. the patience of her _____
13. the backpacks of the soldiers _____
14. the votes of the people _____
15. the studios of the artists _____
16. the classes of everybody _____
17. the color of the wall _____
18. the mooing of the cow _____
19. the wheelbarrow of us _____
20. the flashlight of neither _____

Apostrophes in Contractions

13r. Use an apostrophe to show where letters, numerals, or words have been left out in a contraction.

EXAMPLES they are—they^{re}
let us—let^s
you are—you^{re}

I have—I^{ve}
do not—don^t
cannot—can^t

where is—where^s
of the clock—o^oclock
was not—wasn^t

Do not confuse contractions with possessive pronouns.

CONTRACTIONS

It's [It is] a beautiful day.

Who's [Who is] ready to go?

You're [You are] a prince.

POSSESSIVE PRONOUNS

Its left wing is healing.

Whose football is this?

Your face is red.

EXERCISE A On the lines provided, write the correct contractions for the underlined words.

Example We're 1. We are studying Latin American writers.

_____ 1. I am reading a biography of Gabriela Mistral.

_____ 2. Is not she a poet from Latin America?

_____ 3. She is also known for her teaching.

_____ 4. Gabriela Mistral is her pen name, is not it?

_____ 5. That is right; her real name was Lucila.

_____ 6. Max did not know she had won a Nobel Prize.

_____ 7. Was not that in 1945?

_____ 8. Let us read her poems to the class.

_____ 9. Here is one about a beautiful valley.

_____ 10. What a fine poem you have chosen!

EXERCISE B Underline the correct word in parentheses to complete each of the following sentences.

Example 1. Will (you're, your) dad pick us up after skating practice?

11. (Who's, Whose) ice skates are on the bench?

12. (They're, Their) Melinda's figure skates.

13. (It's, Its) a shame that she left them.

14. Well, (there's, theirs) still time to call her.

15. We can tell her before (it's, its) too late for her to get them.

Apostrophes in Plurals

- 13s.** Use an apostrophe and an *s* to form the plurals of letters, numerals, and symbols, and of words referred to as words.

EXAMPLES Did you remember to cross your *t's* and dot your *i's*?
Pavel's 7's look like 9's.
Don't forget your \$'s when you add your expenses.
Use fewer *and's* and *but's* in your report.

EXERCISE A Add apostrophes where they are needed in the following sentences.

Example 1. In my opinion, there are too many *then's* in this paragraph.

1. Alex wrote Xs in all of the boxes.
2. How many cs are in *necessary*?
3. Count to fifty by 10s.
4. You forgot the dots in your ?s and !s.
5. There are three 5s in my telephone number.
6. Add commas after your *wells* and *whys*.
7. Write out your *ands* instead of using &s.
8. Iola makes fancy Gs.
9. Make sure that your *toos* have two os.
10. Ken's Vs look like Us.

EXERCISE B On the line provided, correctly write the plural of each of the following items.

Example yes's and no's 1. *yes* and *no*

- _____ 11. *to*
- _____ 12. *2*
- _____ 13. ***
- _____ 14. *y*
- _____ 15. *uh huh*
- _____ 16. *K*
- _____ 17. *also*
- _____ 18. *75*
- _____ 19. *@*
- _____ 20. *if, and, or but*

Apostrophes Review

Use apostrophes to form the possessive case of singular nouns, plural nouns, and many indefinite pronouns. Also use apostrophes to form contractions and the plurals of letters, numerals, symbols, and words used as words.

EXAMPLES	Carla's pen	men's clothing	foxes' paws
	his bike	boxes' lids	somebody's book
	I'm	she's	weren't
	don't	P's and Q's	wouldn't

EXERCISE Add apostrophes where needed in the following sentences. If a sentence is already correct, write C on the line before the sentence. Some sentences may require more than one apostrophe.

Example _____ 1. I can't remember if the scarf is Leslie's or if it's mine.

- _____ 1. Kathys scores from the ice-skating judges were all 9s.
- _____ 2. The mens chorus sang an old Welsh hymn as their final number.
- _____ 3. Our science projects more complicated than theirs.
- _____ 4. How many *likes* do you count in Bretts essay?
- _____ 5. Three of the books covers were damaged.
- _____ 6. The cat is very protective of its territory.
- _____ 7. I cant say *no* to a good bargain.
- _____ 8. The mechanic tuned the cars engine.
- _____ 9. Everybodys hair got wet in the sudden rainstorm.
- _____ 10. The firefighters faces were streaked with soot.
- _____ 11. The mouses nest was lined with feathers and leaves for the winter.
- _____ 12. Eithers suggestion for a story would work just fine.
- _____ 13. That bicycle is not his; its hers.
- _____ 14. The childrens rooms were surprisingly tidy.
- _____ 15. There are too many &s in the books title.
- _____ 16. The radio announcers voice showed little emotion during the news bulletin.
- _____ 17. Nobodys house was damaged by the flood last week.
- _____ 18. Was the original idea for the story yours or mine?
- _____ 19. We shouldnt keep our friends waiting any longer.
- _____ 20. All the students votes were tallied by four oclock.

Hyphens

13t. Use a hyphen to divide a word at the end of a line.

EXAMPLE My grandparents threw a surprise party for my sister Zena.

13u. Use a hyphen with compound numbers from *twenty-one* to *ninety-nine*.

EXAMPLE Twenty-two invitations were sent out.

13v. Hyphenate a compound adjective when it comes before the noun it modifies.

EXAMPLE a **world-famous** athlete

13w. Use a hyphen with the prefixes *all-*, *ex-*, *great-*, *self-*, and with the suffixes *-elect* and *-free*.

EXAMPLES all-important ex-coach self-discipline additive-free

EXERCISE A On the line provided, rewrite each of the following words, using hyphens to show where the word may be divided at the end of a line. If a word should not be divided, write *do not divide* on the line.

Example 1. meditation med-i-ta-tion

- | | |
|-------------------|-------------------|
| 1. hiding _____ | 6. pumpkin _____ |
| 2. doorbell _____ | 7. alone _____ |
| 3. open _____ | 8. apart _____ |
| 4. friends _____ | 9. exercise _____ |
| 5. surprise _____ | 10. watch _____ |

EXERCISE B Insert hyphens where they are needed in each of the following sentences.

Example 1. My grandmother is sixty-two years old.

11. Thirty plus two equals thirty two.
12. My brother has a part time job.
13. In eleven years, I will be twenty three years old.
14. The secretary elect will attend the meeting.
15. The well planned party was a success.
16. My grandparents have lived in that house for forty one years.
17. The world famous actor signed autographs for three hours.
18. Does your camera have a wide angle lens?
19. Eighty four students have joined the Nature Club already.
20. Suki's self confidence grew with each speech she made.

Parentheses

- 13x.** Use parentheses to enclose material that is added to a sentence but is not considered of major importance.

EXAMPLES Ella Fitzgerald (1917–1996) is one of the bestselling vocalists in history.
Pasta (my favorite food) is common in Italian cooking.

Material enclosed in parentheses may be as short as a single word or as long as a short sentence. A short sentence in parentheses may stand alone or be contained within another sentence. A parenthetical sentence within a sentence is not capitalized and has no end mark.

EXAMPLES My twin sister and I got new bicycles for our birthday. (They're both blue.)
John's brother (he's a doctor) lives in a small town in Oregon.

EXERCISE Insert parentheses where they are needed in the following sentences.

Example 1. Our house (we've lived there for two years) was built in 1971.

1. Descartes pronounced dā•kärt' was a French philosopher and mathematician.
2. Will your sister bring Sally her best friend from fourth grade to the picnic?
3. At the age of three, Cameron a very energetic child learned to ride a bicycle.
4. Our dog he's a golden retriever loves to fetch sticks.
5. Sir Noel Coward 1899–1973 was a famous English playwright and songwriter.
6. The computer in our history class it's brand new has a direct connection to the Internet.
7. Suzi a two-year-old always enjoys playing in the backyard.
8. Ron takes a walk every afternoon after school. It's his time to relax.
9. Please find the information about the Civil War in your textbook pp. 203–224.
10. The song the choir performed I think it was called "Greensleeves" was beautiful.
11. Celia Cruz known as the "Queen of Salsa Music" was awarded the National Medal of Arts in 1994.
12. Some cooks use a roux pronounced rōō to thicken sauces and gravies.
13. W. C. Fields 1880–1946 is well known for the comedy films he made.
14. Is Patricia Henderson class of '99 now finishing college with a degree in advertising?
15. O. Henry the pseudonym of William Sydney Porter wrote short stories about ordinary people.
16. Thomas Allen do you know him? will be joining us for dinner.
17. How nice it is to live next to the Burtons a family of five!
18. The surgical procedure see description on page 153 takes about two hours.
19. Uncle Brent's new pet his name is Boggles is a calico cat.
20. Bob and Liz you may remember them from school are moving to Nevada.

Apostrophes, Hyphens, and Parentheses Review

Use apostrophes to form the possessive case of singular nouns, plural nouns, and many indefinite pronouns. Also use apostrophes to form contractions and the plurals of letters, numerals, symbols, and words used as words.

EXAMPLES Don's shoes players' uniforms someone's pencil
I'm it's can't

Use hyphens to divide a word at the end of a line, with certain compound numbers, with a compound adjective that comes before the noun it modifies, and with certain prefixes and suffixes.

EXAMPLES well-known writer self-discipline sugar-free

Use parentheses to enclose material that is added to a sentence but is not considered of major importance. Enclosed material may be as short as a single word or as long as a short sentence.

EXAMPLE Randy (the boy from Sacramento) won the marathon.

EXERCISE Add apostrophes, hyphens, and parentheses where they are needed in the following sentences.

Example 1. Eighty —seven people attended the author's lecture.

1. The third student in line the one in the yellow shirt will carry the classs sign.
2. Janes grandfather immigrated from Poland in 1926.
3. Jim an ex baseball player now coaches two high school teams.
4. Why wont you go to the movies with us on Saturday night?
5. The committee will sponsor a dinner in honor of the president elect.
6. Weve asked Donnas mother an architect to speak to our class.
7. Did they say we needed fifty five signatures or sixty five?
8. The creek is not very wide fifteen feet.
9. There are two us in the word *vacuum*.
10. The senators spouses will accompany them to the presidents speech.

Review A: Underlining (Italics) and Quotation Marks

EXERCISE Add underlining and quotation marks as needed in the following sentences.

Example 1. “How long did The Sound of Music run on Broadway?” Rosie asked.

1. Have you heard of the Discovery? Quentin asked. It’s a space shuttle.
2. Our class sang This Land Is Your Land.
3. My favorite book is Sarah, Plain and Tall.
4. Watch out for that fence! yelled Lucas.
5. How many back issues of the magazine Cricket did you save?
6. You should read the article titled Remember the Space Shuttle Challenger.
7. My grandparents saw The King and I on Broadway.
8. Philadelphia Express, Jason explained, is the name of a train.
9. Meg asked, Did you check the reviews in The New York Times?
10. Bronco Buster is a painting by N. C. Wyeth.
11. Uncle Emil sailed for England on the Queen Elizabeth 2.
12. When I was younger, said Dad, I could run for miles.
13. Who has read the chapter called Enjoying Short Stories?
14. The spacecraft Giotto sent back images of a comet.
15. There’s a list of summer camps in the June issue of Seventeen.
16. Josie boasted, My test score was the highest.
17. Seven Brides for Seven Brothers is a popular musical play.
18. Clara called her poem Wishing.
19. The article is called Making Friends with Your Parents.
20. What did you learn from it? Mom asked.
21. Is it hard to make? Angel wondered.
22. Kelly laughed and said, No, it’s really easy.
23. I have tomatoes, Angel said, but no onions.
24. Robert asked, How much garlic should we use?
25. Angel said, Add lots. I love garlic!

Review B: Apostrophes

EXERCISE A On the line provided, rewrite each of the following expressions by using the possessive case. Be sure to add apostrophes where they are needed.

Example the boys' bikes 1. the bikes of the boys

- _____ 1. the gloves of someone
- _____ 2. the hats of the women
- _____ 3. the path of the deer
- _____ 4. the vacation of the Petersons
- _____ 5. the salaries of the employees

EXERCISE B On the line provided before each sentence, write the correct contraction for the underlined words.

Example Here's 1. Here is the book you wanted.

- _____ 6. If we are not ready, the others will wait.
- _____ 7. Who is that man waving a flag?
- _____ 8. I cannot tell from this far away.
- _____ 9. Let us get window seats.
- _____ 10. That is fine with me!

EXERCISE C Insert apostrophes where they are needed in the following sentences. If a sentence is already correct, write C on the line before the item number.

Example C 1. Whose drawings were chosen for the exhibit?

- _____ 11. Mother says that I use too many *likes* when I tell a story.
- _____ 12. The cat licked its paws.
- _____ 13. Those movies plots are both predictable.
- _____ 14. Whos been eating my lunch?
- _____ 15. Theyre planning a trip to the beach.
- _____ 16. Are these water bottles yours or ours?
- _____ 17. The bean burritos seemed to be everybodys favorite dish.
- _____ 18. What do the +s and -s indicate on this chart?
- _____ 19. Two players mitts were left on the field.
- _____ 20. I found someones scarf on the floor.

Review C: Hyphens

EXERCISE A On the line provided, rewrite each of the following words, using hyphens to show where the word may be divided at the end of a line. If a word should not be divided, write *do not divide* on the line.

Example 1. nonfiction non-fic-tion

- | | |
|-------------------|---------------------|
| 1. upward _____ | 6. baseball _____ |
| 2. bright _____ | 7. brave _____ |
| 3. terrible _____ | 8. understand _____ |
| 4. okay _____ | 9. elect _____ |
| 5. today _____ | 10. costume _____ |

EXERCISE B Add hyphens where necessary in the following items. If no hyphen is needed, write C next to the item number.

Examples **C** 1. a vacation that is well deserved

2. a well-preserved fossil

- | | |
|--|------------------------------------|
| 11. a long standing argument | 21. one hundred twenty five people |
| 12. a friendship that is long standing | 22. fifty two cards |
| 13. eighty six red balloons | 23. a first rate book |
| 14. the all seeing eye | 24. a self made woman |
| 15. my great grandmother Sarah | 25. an all inclusive list |
| 16. ex quarterback | 26. an ex senator |
| 17. up to date information | 27. a well made bicycle |
| 18. fat free yogurt | 28. a bicycle that is well made |
| 19. fifty one spoons | 29. television that is brand new |
| 20. self help book | 30. a brand new notebook |

Review D: Underlining (Italics), Quotation Marks, Apostrophes, Hyphens, Parentheses

EXERCISE Add underlining, quotation marks, single quotation marks, apostrophes, and hyphens as needed in the following sentences. Also, correct any errors in capitalization.

Example 1. “Many people,” said Steve, “like the novel Great Expectations.”

1. Marias oldest brother is studying the painting Mona Lisa.
2. There are, said Sally, two *ms* in *dilemma*.
3. The books fourteenth chapter is called Dr. Moreau Explains.
4. The womens basketball team is going to the state finals.
5. My favorite author, Ray Bradbury, wrote the book Something Wicked This Way Comes.
6. We subscribe to one newspaper, the Austin American-Statesman.
7. “Mark said, You should first preheat the oven,” replied Helena.
8. Who knows about the ocean liner Queen Mary? asked her brother.
9. The long awaited pageant has speaking parts for thirty eight people.
10. Are any ex presidents going to comment on the election? asked Judge Thorpe.
11. I would have ridden my own bicycle in the race, but its being repaired.
12. Denzel Washington is my favorite actor. Ive seen all his movies, said Terri.
13. He didnt know that we subscribe to National Geographic magazine.
14. Many of the athletes parents were disappointed by the coachs decision.
15. Everybodys attention was diverted by the marching band.
16. She asked, Can you remember the first line of the William Blake poem The Tyger?
17. All of your permission slips, said Mr. Ghose, need to be returned by Thursday, the tenth.
18. My great grandfather knows all the words to the Irish folk song The Wild Colonial Boy.
19. I enjoy the long lasting flavor, announced Paul.
20. How many *ifs* can you find in the story?

Proofreading Application: Interview

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Whenever you interview a person and write about the conversation, you use quotation marks. You may find yourself using italics, apostrophes, and hyphens as well. Take special care to use quotation marks correctly. If you don't, readers may not be able to tell who said what. Moreover, the person whom you interviewed might be upset if you misquote him or her.

PROOFREADING ACTIVITY

Find and correct the errors in punctuation and paragraphing. Use proofreading symbols to make your corrections.

Example “Thank you for agreeing to this interview,” I began.

Tell me, Ms. Peabody, when did you begin writing?” I asked, thrilled to be talking to the author of the famous series of childrens books.

“My mother tells me that I started writing at the age of three.”

“By the time I was eight, I was making small booklets of my stories,” Ms. Peabody answered.

“When did you publish your first story? I persisted. “I was twenty three when I published the story ‘Noogie, the Squirrel’.” she recalled.

“Noogie,” I smiled “how I loved him when I was younger.”

Ms. Peabody laughed, “Yes, so many children loved Noogie and his mischievous antics that I wrote the novel “Noogie’s Big Idea.”

“Hollywoods making that book into a film now,” I observed.

“Indeed, it is, dear. The working title is Frantic Antics. It’ll be animated by computers, or so they tell me,” Ms. Peabody answered.

“I can’t wait to see how the film handles the grocery store scene and it’s pandemonium,” I remarked.

“Whatever the director does, it’ll never beat the readers’ imagi-

Literary Model: Dialogue in Fiction

"Will any kind friend inform a poor blind man, who has lost the precious sight of his eyes in the gracious defence of his native country, England, and God bless King George—where or in what part of this country he may now be?"

"You are at the 'Admiral Benbow,' Black Hill Cove, my good man," said I.

"I hear a voice," said he—"a young voice. Will you give me your hand my kind young friend and lead me . . . to the captain?"

"Sir," said I, "upon my word I dare not."

"Oh," he sneered, "that's it! Take me straight, or I'll break your arm."

And he gave it, as he spoke, a wrench that made me cry out.

"Sir," said I, "it is for yourself I mean. The captain is not what he used to be. He sits with a drawn cutlass. Another gentleman—"

"Come, now, march," interrupted he; ". . . Lead me straight up to him, and when I'm in view, cry out, 'Here's a friend for you, Bill.' If you don't, I'll do this"; and with that he gave me a twitch that I thought would have made me faint.

—from *Treasure Island* by Robert Louis Stevenson

EXERCISE A

- Carefully read the excerpt again. Then, use information from the dialogue of each character to describe each character's personality.

the boy (Jim): _____

the blind man (Pew): _____

- The manner in which a writer reveals a character's personality is called **characterization**. Characterization can be **direct**—such as when an author directly states what a character is like—or **indirect**—such as when an author uses dialogue and actions to suggest what a character is like. Think of it this way: An author can state directly that a character is wicked, or an author can show indirectly that a character is wicked through the character's words and actions. Which kind of characterization does Stevenson use in the excerpt? Explain.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Language and Sentence Skills Practice

Writing Application: Character Analysis

Rules 13a and 13l remind you that titles of longer works are underlined (italicized) while titles of shorter works go in quotation marks. Sometimes you may wonder whether a work is long or short. It may help you to remember that longer works are often subdivided into sections like chapters, songs, acts, articles, and so on. The subdivisions are placed in quotation marks, while the longer titles are underlined (italicized).

EXAMPLES I read the article “On the Road with Buffy” in *People* magazine.
 Greta recited “The Mystic Trumpeter” from Walt Whitman’s *Leaves of Grass*.
 Tao’s favorite aria from Handel’s *Messiah* is “Every Valley Shall Be Exalted.”

WRITING ACTIVITY

People read and watch fiction for many reasons, one of which is that they often see themselves in a story’s characters. They feel that they can relate to a character—that they almost know him or her. Write three paragraphs in which you discuss three characters to whom you relate or with whom you have much in common. The characters can come from books, TV shows, movies, musicals, or any other fictional works. In each paragraph, discuss two ways that you and one of the characters are alike. Then, talk about one important way in which you are not at all like the character.

PREWRITING First, you must think about characters—human, animal, alien—that you feel are similar to you. Then, think deeply about traits that you share with each character and ways in which you are quite different from the character. Generate a list of similarities and a list of differences for each of the three characters.

WRITING For each paragraph and character, choose the two strongest similarities and the most striking difference to discuss. Then, decide in what order to discuss the similarities. Think of how the similarities are related to each other. Courage, for example, might lead to an adventurous spirit, and compassion is clearly related to a willingness to help others. Let the relationship between the two similarities help you organize the paragraph. Use a transition that expresses contrast as you move into the sentences about how you and the character differ. Repeat this process for each character.

REVISING The hard work is done—now it’s time to have fun by adding details and examples to your paragraphs! What does the character say that makes your point? What does he or she do? Do you say and do similar things? Specifics bring writing to life, so rather than simply writing, “He’s very smart,” tell how the character used a gum wrapper and a dead flashlight to defeat the bad guys.

PUBLISHING Check your paragraphs for mistakes in spelling and punctuation. Be sure that you have used underlining (italics) and quotation marks correctly. Then, share with your class what you have learned about character, and listen to what your classmates have learned.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. You could take these paragraphs several steps further by thinking deeply about how writers create such realistic characters. Make a how-to booklet that explains ways to create realistic characters, and distribute the booklet to classmates.

NAME _____

CLASS _____

DATE _____

for **CHAPTER 14: SPELLING** pages 317–38

Choices: Exploring Spelling

Here's your chance to step out of the grammar book and into the real world. You may not notice mechanics, but you and the people around you use examples of mechanics every day. The following activities challenge you to find a connection between spelling and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

CONTEST

Sound Off

Homonyms—words that sound alike but are spelled differently—can be tricky. Make the best of a tricky situation. Have a contest to find who can name the homonym with the most spellings.

GAMES

Ahead of the Game

There are a number of classic and new word games. Take a poll, and find out which word game seems to be the class favorite. When you've settled on a game, hold a tournament. When you have a winner or a winning team, challenge another English class.

BUILDING BACKGROUND KNOWLEDGE

Weigh Eight Neighbors

Take another look at the *ei* and *ie* rules. Then, add to the list in your textbook. With a group of friends, think of as many *ei* and *ie* words as you can. Then, divide them up into words that follow the rules and words that are exceptions. When you've got a long list for each category, put your lists on posters and ask to hang them in the classroom.

HISTORY

According to Webster

Did you know that the way you talk and write has a lot to do with Noah Webster? You may not know much about him, though. Find out what kind of person he really was. Read a biography or do other research on him. Tell your class about how this one man affected spellings in American English.

GEOGRAPHY

From Arabia to India to England

Show the class how American English has borrowed words from every continent in the world. Get or sketch a good-sized world map. Then, trace the path of ten or twenty words as they entered the English language.

CARTOONING

Lightning in a Bottle?

Create a cartoon illustrating how using the wrong homonym can lead to a humorous misunderstanding. For example, you could illustrate a woman who, when trying to lighten her hair, buys a hair-lightning kit. What would her hair look like after the bottled lightning struck? Ask to post your cartoon in the classroom.

DESIGN

Nobody's Perfect

Spelling is the number-one error in writings of all kinds. Tackle this problem now! Design forms for your classmates to use to record their spelling errors. Your forms should include columns for proper spelling, syllabication, and any other information that you think would be helpful. Make sure everybody gets a copy.

BUILDING BACKGROUND KNOWLEDGE

It's All Greek to Me

Foreign words are often written with accent marks or other markings over or under certain letters. These marks are part of the spelling of the word. In fact, they are sometimes part of the letter. Find out the names of these marks, and write up a memo for your friends. Include each mark, its name, and its sound, if possible.

Good Spelling Habits

The following techniques can help you spell words correctly.

- To learn the spelling of a word, pronounce it, study it, and write it.
- Use a dictionary.
- Spell by syllables.
- Keep a spelling notebook.
- Proofread for careless spelling errors.

EXERCISE A Look up each of the following words in a dictionary. Circle the word that is spelled correctly.

Example 1. similar

similar

- | | | | |
|----------------|-------------|-----------------|-------------|
| 1. recognize | recgnize | 11. ilegal | illegal |
| 2. defintion | definition | 12. wonderfully | wonderfully |
| 3. awkard | awkward | 13. evil | eval |
| 4. temperature | temperture | 14. bisciut | biscuit |
| 5. probbly | probably | 15. Roman | Romin |
| 6. pespire | perspire | 16. noval | novel |
| 7. educationle | educational | 17. enormous | enormis |
| 8. modern | madern | 18. transcripts | transcrips |
| 9. legislature | legislature | 19. comotion | commotion |
| 10. excellent | excellnt | 20. heights | hieghts |

EXERCISE B Look up each of the following words in a dictionary. On the line provided, rewrite each word, using hyphens to divide it into syllables.

Example 1. multinational mul-ti-na-tion-al

- | | |
|----------------------|----------------------|
| 21. pedestrian _____ | 26. extremely _____ |
| 22. rivalry _____ | 27. president _____ |
| 23. strawberry _____ | 28. library _____ |
| 24. vaporize _____ | 29. assistant _____ |
| 25. hospitable _____ | 30. mysterious _____ |

for CHAPTER 14: SPELLING **page 319***ie and ei***14a.** Write *ie* when the sound is long *e*, except after *c*.**EXAMPLES** niece piece believe receive perceive**EXCEPTIONS** either neither protein seizeWrite *ei* when the sound is not long *e*, especially when the sound is long *a*.**EXAMPLES** neigh freight reign feign height foreign**EXCEPTIONS** ancient friend mischief fierce**EXERCISE A** Underline the correctly spelled word in each of the following pairs.**Example 1.** niece neice

- | | | | |
|-------------|----------|-------------|---------|
| 1. field | feild | 6. sleigh | sliegh |
| 2. wieght | weight | 7. theif | thief |
| 3. riendeer | reindeer | 8. reciept | receipt |
| 4. shield | sheild | 9. releif | relief |
| 5. nieghbor | neighbor | 10. achieve | acheive |

EXERCISE B In each of the following sentences, a word is underlined. If the word is misspelled, rewrite it correctly on the line provided. If the word is spelled correctly, write C on the line provided.**Example** receive 1. Did you recieve a package in the mail today?

- _____ 11. The color beige is grayish tan.
- _____ 12. Alice Gardner is the new fire cheif for this county.
- _____ 13. Lupe is not concieted, even though she is more intelligent than most people.
- _____ 14. The FBI had several suspects under surviellance.
- _____ 15. Optical illusions prove that a person's eyes can be deceived.
- _____ 16. Quinine is a drug used to releive fevers caused by malaria.
- _____ 17. If you multiply two by itself and then by two again, you get eight.
- _____ 18. The ancient Inca preists wore beautiful robes made of fine woven cloth.
- _____ 19. The cieling collapsed under the weight of the water bed.
- _____ 20. In New Hampshire, we took an old-fashioned sliegh ride.

Prefixes

14b. When adding a prefix to a word, do not change the spelling of the word itself.

EXAMPLES mis + trust = mistr**ust**
 dis + satisfied = diss**atisfied**
 un + named = un**named**
 re + assure = re**assure**

EXERCISE A Combine each of the following prefixes and words to create a new word. Spell the new word correctly on the line provided.

Example 1. dis + agree = disagree

- | | |
|-------------------------|----------------------------|
| 1. il + logical = _____ | 6. pre + view = _____ |
| 2. im + mobile = _____ | 7. un + natural = _____ |
| 3. mis + spell = _____ | 8. im + measurable = _____ |
| 4. over + react = _____ | 9. dis + interest = _____ |
| 5. un + feeling = _____ | 10. re + evaluate = _____ |

EXERCISE B Create five different words by combining the prefixes given below with the words listed beside them. (You may not use a prefix or word more than once.) Check each of your new words in a dictionary. Then, on the line provided, use each word in a sentence.

Prefixes

dis- inter- un-
 semi- in- pre-

Words

cover state connect natural
 appropriate darkness sold view

Example 1. disconnect—Earl disconnected his computer.

11. _____

12. _____

13. _____

14. _____

15. _____

Adding *-ness* and *-ly*

14c. When adding the suffix *-ness* or *-ly* to a word, do not change the spelling of the word itself.

EXAMPLES quick + ness = **quickness** careful + ly = **carefully**

EXCEPTIONS For most words that end in *y*, change the *y* to *i* before adding *-ly* or *-ness*.

sleepy + ly = **sleepily** steady + ness = **steadiness**

EXERCISE A Combine each of the following words and suffixes to create a new word on the line provided.

Example 1. sure + ly = surely

- | | |
|---------------------------|-----------------------------|
| 1. slow + ness = _____ | 11. friend + ly = _____ |
| 2. quick + ly = _____ | 12. hard + ness = _____ |
| 3. perfect + ly = _____ | 13. hardy + ly = _____ |
| 4. messy + ness = _____ | 14. quiet + ly = _____ |
| 5. sad + ness = _____ | 15. high + ness = _____ |
| 6. bland + ly = _____ | 16. soft + ly = _____ |
| 7. silly + ness = _____ | 17. hungry + ly = _____ |
| 8. blunt + ly = _____ | 18. together + ness = _____ |
| 9. sudden + ly = _____ | 19. loud + ness = _____ |
| 10. tender + ness = _____ | 20. short + ness = _____ |

EXERCISE B On the line in each sentence, write the word made by combining the word parts shown in parentheses.

Example 1. Offering that person your seat was an act of kindness. (*kind* + *ness*)

21. The team showed more _____ in the second half than it had in the first.
(*tough* + *ness*)
22. The other driver was _____ sorry about the accident. (*sincere* + *ly*)
23. These dogs are known for their _____. (*friendly* + *ness*)
24. What kind of _____ have you kids been up to? (*silly* + *ness*)
25. I would _____ go to the movies with you. (*happy* + *ly*)

Adding Suffixes to Words Ending in Silent *e*

14d. Drop the final silent *e* before adding a suffix that begins with a vowel.

EXAMPLES make + ing = **making**

sincere + ity = **sincerity**

EXCEPTIONS Keep the silent *e* in words ending in *ce* and *ge* before adding a suffix beginning with *a* or *o*.

trace + able = **traceable**

courage + ous = **courageous**

14e. Keep the final silent *e* before adding a suffix that begins with a consonant.

EXAMPLES instinctive + ly = **instinctively**

state + ment = **statement**

EXCEPTIONS argue + ment = **argument**

true + ly = **truly**

EXERCISE A Combine each of the following words and suffixes to create a new word on the line provided.

Example 1. cause + ing = causing

1. love + less = _____ 11. sponge + ing = _____

2. spite + ful = _____ 12. replace + ment = _____

3. grudge + ing = _____ 13. service + able = _____

4. true + ly = _____ 14. spine + less = _____

5. drive + er = _____ 15. strange + ly = _____

6. live + ing = _____ 16. immerse + ible = _____

7. state + ly = _____ 17. argue + ment = _____

8. outrage + ous = _____ 18. love + able = _____

9. inflate + ed = _____ 19. hate + ful = _____

10. state + ment = _____ 20. face + ing = _____

EXERCISE B On the line in each sentence, write the word made by combining the word parts shown in parentheses.

Example 1. Isn't that kitten adorable? (*adore* + *able*)

21. The mechanic ordered a _____ part for the engine. (*replace* + *ment*)

22. What do you think is _____ all this rain? (*cause* + *ing*)

23. The bite of this spider is _____. (*harm* + *less*)

24. How _____ is this necklace? (*value* + *able*)

25. Joey's _____ made his teacher proud. (*achieve* + *ment*)

Adding Suffixes to Words Ending in y

14f. For words that end in a consonant plus *y*, change the *y* to *i* before adding a suffix.

EXAMPLES easy + er = **easier** dry + est = **driest**

EXCEPTIONS Keep the *y* if the suffix begins with an *i*.

fry + ing = **frying** marry + ing = **marrying**

Keep the *y* if the word ends in a vowel plus *y*.

EXAMPLES play + ed = **played** prey + ing = **preying**

EXCEPTIONS say + ed = **said** day + ly = **daily**

EXERCISE A Combine each of the following words and suffixes to create a new word on the line provided.

Example 1. defy + ing = defying

1. pry + ed = _____ 11. lonely + er = _____

2. marry + ed = _____ 12. delay + ing = _____

3. play + ing = _____ 13. lazy + est = _____

4. spy + ing = _____ 14. rely + able = _____

5. lay + ing = _____ 15. rainy + er = _____

6. gay + ly = _____ 16. fly + ing = _____

7. try + ed = _____ 17. display + ed = _____

8. pretty + ness = _____ 18. play + er = _____

9. stay + ed = _____ 19. silly + ness = _____

10. easy + est = _____ 20. steady + er = _____

EXERCISE B On the line in each sentence, write the word made by combining the word parts shown in parentheses.

Example 1. "Wait for me!" cried his little brother. (*cry* + *ed*)

21. Those flowers look even _____ than they did yesterday. (*pretty* + *er*)

22. The comic strip appears _____ in the newspaper. (*day* + *ly*)

23. He spent the day _____ the kids to their dance lessons. (*ferry* + *ing*)

24. That's the _____ moustache I have ever seen. (*phony* + *est*)

25. The team _____ very well last night. (*play* + *ed*)

Doubling Final Consonants When Adding Suffixes

- 14g.** Double the final consonant before adding *-ing*, *-ed*, *-er*, or *-est* to a one-syllable word that ends in a single vowel followed by a single consonant.

EXAMPLES trim + ing = trim**ming** pat + ed = patt**ed**
mad + er = madd**er** sad + est = sadd**est**

When a one-syllable word ends in two vowels followed by a single consonant, do not double the consonant before adding *-ing*, *-ed*, *-er*, or *-est*.

EXAMPLES read + ing = read**ing** pool + ed = pool**ed**
meek + er = meek**er** weak + est = weak**est**

EXERCISE A Combine each of the following words and suffixes to create a new word on the line provided.

Example 1. creep + er = creeper

- | | |
|-----------------------|-------------------------|
| 1. speak + er = _____ | 11. glad + est = _____ |
| 2. bug + ed = _____ | 12. sad + er = _____ |
| 3. slim + ing = _____ | 13. fat + er = _____ |
| 4. red + est = _____ | 14. school + ed = _____ |
| 5. sleep + er = _____ | 15. bat + ed = _____ |
| 6. mat + ed = _____ | 16. weep + ing = _____ |
| 7. wear + er = _____ | 17. bear + ing = _____ |
| 8. leak + ing = _____ | 18. meek + est = _____ |
| 9. big + er = _____ | 19. sit + er = _____ |
| 10. pet + ed = _____ | 20. swim + ing = _____ |

EXERCISE B On the line in each sentence, write the word made by combining the word parts shown in parentheses.

Example 1. The evening is cooler after a rainstorm. (*cool + er*)

- Rover _____ in his tracks when he heard the noise. (*stop + ed*)
- The _____ thing to do would be to divide the fruit equally. (*fair + est*)
- One of the hikers seemed to be _____ behind the others. (*lag + ing*)
- The pitcher _____ with the shortstop as they waited for the rain to stop. (*chat + ed*)
- My left arm is _____ than my right arm. (*weak + er*)

Suffixes

- 14c.** When adding the suffix *–ness* or *–ly* to a word, do not change the spelling of the word itself.
- 14d.** Drop the final silent *e* before adding a suffix that begins with a vowel.
- 14e.** Keep the final silent *e* before adding a suffix that begins with a consonant.
- 14f.** For words that end in a consonant plus *y*, change the *y* to *i* before adding a suffix.
- 14g.** Double the final consonant before adding *–ing*, *–ed*, *–er*, or *–est* to a one-syllable word that ends in a single vowel followed by a single consonant.

EXERCISE A Combine each of the following words and suffixes to create a new word. Spell the new word correctly on the line provided.

Example 1. worry + ing = worrying

- | | |
|-----------------------------|---------------------------|
| 1. general + ly = _____ | 11. silly + ness = _____ |
| 2. peace + able = _____ | 12. study + ing = _____ |
| 3. invite + ation = _____ | 13. play + er = _____ |
| 4. merry + ment = _____ | 14. slug + er = _____ |
| 5. value + able = _____ | 15. near + est = _____ |
| 6. entertain + ment = _____ | 16. hairy + ness = _____ |
| 7. ferry + ing = _____ | 17. inflate + ion = _____ |
| 8. employ + ing = _____ | 18. courage + ous = _____ |
| 9. big + est = _____ | 19. try + ed = _____ |
| 10. roof + ing = _____ | 20. fate + ful = _____ |

EXERCISE B On the line in each sentence, write the word made by adding the word parts shown in parentheses.

Example 1. Dr. Martin Luther King, Jr., was an admirable man. (*admire* + *able*)

21. Dr. King led _____ protests against segregation. (*peace* + *ful*)
22. He acted in a _____ manner. (*courage* + *ous*)
23. He offered an active, _____ plan for achieving civil rights for all people, regardless of color, creed, or ethnic origin. (*create* + *ive*)
24. Many people remember the powerful _____ that he made during the March on Washington in 1963. (*state* + *ment*)
25. Dr. Martin Luther King, Jr., was an _____ to many people. (*inspire* + *ation*)

Forming the Plurals of Nouns A

14h. Follow these rules for spelling the plurals of nouns:

(1) To form the plurals of most nouns, add *s*.

EXAMPLES friend—friends piñata—piñatas sneeze—sneezes Clark—Clarks

(2) Form the plurals of nouns ending in *s, x, z, ch*, or *sh* by adding *es*.

EXAMPLES fax—faxes brush—brushes perch—perches Ruiz—Ruizes

EXERCISE A Write the plural of each of the following words on the line provided.

Examples 1. glass glasses

2. doctor doctors

- | | |
|------------------|--------------------|
| 1. apple _____ | 11. eagle _____ |
| 2. wax _____ | 12. umbrella _____ |
| 3. car _____ | 13. Paul _____ |
| 4. boss _____ | 14. glitch _____ |
| 5. beach _____ | 15. Jones _____ |
| 6. science _____ | 16. zebra _____ |
| 7. sock _____ | 17. pill _____ |
| 8. pinch _____ | 18. mix _____ |
| 9. splash _____ | 19. Gomez _____ |
| 10. snooze _____ | 20. beagle _____ |

EXERCISE B On the line in each sentence, write the plural of the word shown in parentheses.

Example 1. How many peaches are in a bushel? (*peach*)

21. The border town is usually full of _____ this time of year. (*tourist*)
22. My aunt got a refund on her _____ this year. (*tax*)
23. How many _____ did Beethoven write? (*sonata*)
24. Both _____ need to be shortened somewhat. (*sleeve*)
25. There are over forty _____ in our town. (*church*)

Forming the Plurals of Nouns B

14h. Follow these rules for spelling the plurals of nouns:

(3) Form the plurals of nouns that end in a consonant plus *y* by changing the *y* to *i* and adding *es*.

EXAMPLES worry—worries army—armies pony—ponies

(4) Form the plurals of nouns that end in a vowel plus *y* by adding *s*.

EXAMPLES key—keys attorney—attorneys ray—rays

(5) Form the plurals of nouns that end in a vowel plus *o* by adding *s*.

EXAMPLES patio—patios video—videos zoo—zoos

(6) Form the plurals of nouns that end in a consonant plus *o* by adding *es*.

EXAMPLES echo—echoes potato—potatoes hero—heroes

EXERCISE A Write the plural of each of the following words on the line provided.

Examples 1. cherry cherries

2. tomato tomatoes

1. navy _____

11. tragedy _____

2. boy _____

12. monkey _____

3. kangaroo _____

13. payday _____

4. soprano _____

14. ratio _____

5. trolley _____

15. auto _____

6. antihero _____

16. country _____

7. Tracy _____

17. Mario _____

8. story _____

18. tornado _____

9. tray _____

19. rodeo _____

10. pistachio _____

20. melody _____

EXERCISE B On the line in each sentence, write the plural of the word shown in parentheses.

Example 1. The banks close for several holidays this month. (*holiday*)

21. There were several _____ on display at the electronics store. (*stereo*)

22. The drama festival will feature a number of new _____. (*play*)

23. During the storm all of our _____ were tuned to the emergency channel. (*radio*)

24. The president was responsible for fourteen _____ this month. (*veto*)

25. We saw six _____ in the backyard last night. (*turkey*)

Forming the Plurals of Nouns C

14h. Follow these rules for spelling the plurals of nouns:

(7) The plurals of a few nouns are formed in irregular ways.

EXAMPLES tooth—**teeth** goose—**geese** child—**children** mouse—**mice**

(8) Some nouns are the same in the singular and in the plural.

SINGULAR AND PLURAL trout deer aircraft Chinese

(9) Form the plurals of numerals, letters, symbols, and words referred to as words by adding an apostrophe and s.

EXAMPLES 1860—1860's A—A's &—&'s however—however's

EXERCISE A Write the plural of each of the following words, numerals, letters, and symbols.

Examples 1. woman women

2. C C's

1. reindeer _____

2. child _____

3. \$ _____

4. species _____

5. foot _____

6. Sioux _____

7. fish _____

8. 1960 (decade) _____

9. spacecraft _____

10. X _____

11. 7 _____

12. Vietnamese _____

13. 1900 (century) _____

14. man _____

15. herring _____

16. series _____

17. ! _____

18. louse _____

19. if _____

20. fowl _____

EXERCISE B On the line provided, identify the underlined word in each of the following sentences as *singular* or *plural*.

Example singular 1. Last night we saw a deer at the side of the road.

_____ 21. How many aircraft will be at the air show?

_____ 22. Isn't that a nice-looking trout?

_____ 23. We usually see several deer at the salt lick every evening.

_____ 24. How many Chinese attended the trade conference?

_____ 25. Several fish nibbled at the bait before one of them was hooked.

Forming Plurals: Review

14h. Follow these rules for spelling the plurals of nouns:

- (1) To form the plurals of most nouns, add *s*.
- (2) Form the plurals of nouns ending in *s, x, z, ch, or sh* by adding *es*.
- (3) Form the plurals of nouns that end in a consonant plus *y* by changing the *y* to *i* and adding *es*.
- (4) Form the plurals of nouns that end in a vowel plus *y* by adding *s*.
- (5) Form the plurals of nouns that end in a vowel plus *o* by adding *s*.
- (6) Form the plurals of nouns that end in a consonant plus *o* by adding *es*.
- (7) The plurals of a few nouns are formed in irregular ways.
- (8) Some nouns are the same in the singular and in the plural.
- (9) Form the plurals of numerals, letters, symbols, and words referred to as words by adding an apostrophe and *s*.

EXERCISE A On the lines provided, write the plurals of the following nouns. Refer to a dictionary if necessary.

Example 1. turkey turkeys

- | | |
|-----------------|------------------|
| 1. 1980 _____ | 11. flurry _____ |
| 2. ox _____ | 12. beach _____ |
| 3. ratio _____ | 13. wax _____ |
| 4. stereo _____ | 14. whoosh _____ |
| 5. delay _____ | 15. lass _____ |
| 6. mess _____ | 16. way _____ |
| 7. lunch _____ | 17. hero _____ |
| 8. fox _____ | 18. veto _____ |
| 9. ditch _____ | 19. 1490 _____ |
| 10. party _____ | 20. Swiss _____ |

EXERCISE B On the line in each sentence, write the plural of the word in parentheses.

Example 1. The two cats chased each other through the living room. (*cat*)

21. How many _____ can you find in that sentence? (*and*)
22. Three _____ passed the crossing in an hour. (*train*)
23. The hikers saw several _____ during their walk across Isle Royale. (*moose*)
24. The cook combined two _____ to make this tasty pasta sauce. (*mix*)
25. The tour bus crossed through three _____ in one afternoon. (*country*)

Words Often Confused A

Review the words often confused covered on pages 329–30 of your textbook for information on the correct usage and spelling of the following words:

<i>already, all ready</i>	<i>brake, break</i>
<i>altar, alter</i>	<i>capital, capitol</i>
<i>altogether, all together</i>	<i>choose, chose</i>

EXERCISE A Underline the correct word or words in parentheses in each of the following sentences.

Example 1. Jackie will (choose, chose) the theme for her birthday party.

1. The space shuttle has (*brakes, breaks*) that allow it to land just like an airplane.
2. The ambassadors from the European nations were (*altogether, all together*) in a large conference room.
3. The Aztecs made sacrifices on their (*altars, alters*).
4. By the time we arrived, the tickets to the game had (*already, all ready*) been sold.
5. Did Millie (*choose, chose*) the blue sweater or the white one?
6. Mexico City is the (*capital, capitol*) of Mexico.
7. This ancient Chinese vase is made of thin porcelain and can (*brake, break*) quite easily.
8. “Are you (*already, all ready*)?” asked the Ferris wheel attendant.
9. Lima, Peru, was the (*capital, capitol*) of the Spanish Empire in Latin America.
10. The jury decided that the defendant’s story was (*altogether, all together*) unbelievable.

EXERCISE B In each of the following sentences, cross out each word that is misused and then write the correct word above it. If a sentence is already correct, write C on the line provided.

Example _____ 1. The train’s ~~brakes~~ ^{brakes} squealed all the way into the station.

- _____ 11. Do not altar a single word of my story!
- _____ 12. Is Lansing or Detroit the capitol of Michigan?
- _____ 13. Some students have all ready finished the test.
- _____ 14. It’s not unusual to brake a bone playing hockey.
- _____ 15. They rode all together on the hay wagon.

Words Often Confused B

Review the words often confused covered on pages 330–33 of your textbook for information on the correct usage and spelling of the following words:

cloths, clothes *hear, here*
coarse, course *its, it's*
desert, dessert *lead, led, lead*

EXERCISE A In each of the following sentences, underline the correct word in parentheses.

Example 1. Who put the directions for the microwave oven in (*hear, here*)?

1. A fabric store sells (*cloths, clothes*) of many different types, patterns, and colors.
2. Sea salt is larger and more (*coarse, course*) than regular table salt.
3. What is the largest (*desert, dessert*) in the Southern Hemisphere?
4. Yes, this tiny device actually helps people to (*hear, here*) better.
5. The coach has (*lead, led*) her team to victory again!
6. Margarita wants to take a (*coarse, course*) in welding at a community college.
7. Maria has read her favorite book so many times that (*its, it's*) pages are wearing thin.
8. Wouldn't fruit salad make a nice (*desert, dessert*) for this meal?
9. "I don't see that mouse now," thought the cat, "but I know that (*its, it's*) been here."
10. Nolan said, "I like this pencil because the (*lead, led*) is not too soft."

EXERCISE B In each of the following sentences, cross out the word that is misused and then write the correct word above it. If a sentence is already correct, write C on the line provided.

Example _____ 1. Kendra prides herself on the stylishness of her ~~cloths~~^{clothes}.

- _____ 11. The film *Lawrence of Arabia* is set mainly in the dessert in Arabia.
- _____ 12. You may put that wet bathing suit anywhere but hear.
- _____ 13. Who will lead the group through the forest?
- _____ 14. Its a pity that Sean couldn't join us for the party.
- _____ 15. This woolen fabric is very course, isn't it?

Words Often Confused C

Review the words often confused covered on pages 333–36 of your textbook for information on the correct usage and spelling of the following words:

loose, lose *plain, plane*
passed, past *principal, principle*
peace, piece *stationary, stationery*

EXERCISE A In each of the following sentences, underline the correct word in parentheses.

Example 1. You made me (*loose, lose*) my place.

1. The thunderstorm has shaken my (*peace, piece*) of mind.
2. The wide (*planes, plains*) at the center of the state are covered mainly with grass.
3. She is one of the (*principal, principle*) performers in the band.
4. My aunt writes me letters every week on very colorful (*stationery, stationary*).
5. You (*passed, past*) the boat launch a few miles back.
6. Freedom of speech is one of the basic (*principals, principles*) of our system of government.
7. The (*plane, plain*) turned slowly toward the airport.
8. The bus drove (*passed, past*) the bus stop without stopping.
9. A (*piece, peace*) of the bank's roof was blown off by the tornado.
10. The maypole itself is (*stationery, stationary*) while the dancers dance around it.

EXERCISE B In each of the following sentences, cross out the word that is misused and then write the correct word above it. If a sentence is already correct, write C on the line provided.

Example _____ 1. The diplomat hopes to negotiate a ^{peace}~~piece~~ treaty in Northern Ireland.

- _____ 11. What is the name of the principal at your school?
- _____ 12. I do most of my exercise on a stationery bicycle.
- _____ 13. Finally the wheel came lose and fell off the toy truck.
- _____ 14. Why, the real reason for Bob's answer is as plane as the nose on your face!
- _____ 15. I past the library on my way to the grocery store.

Words Often Confused D

Review the words often confused covered on pages 336–38 of your textbook for information on the correct usage and spelling of the following words:

<i>their, there, they're</i>	<i>weak, week</i>
<i>threw, through</i>	<i>who's, whose</i>
<i>to, too, two</i>	<i>your, you're</i>

EXERCISE A In each of the following sentences, underline the correct word in parentheses.

Example 1. (*Their, There, They're*) the ones who brought the music to the party.

1. After his surgery, our dog was too (*week, weak*) to walk for a few days.
2. Meanwhile, the other (*to, too, two*) acrobats were swinging from their knees.
3. That's the author (*who's, whose*) book was reviewed in the newspaper last week.
4. Bring me (*your, you're*) glass, and I'll pour you some more juice.
5. This tea is (*to, too, two*) hot for me.
6. We passed (*threw, through*) Stanwood on our way to Big Rapids.
7. (*Who's, Whose*) coming with us to the play?
8. (*Your, You're*) the magician my sister was telling me about yesterday.
9. Conrad (*threw, through*) a pass that led to a touchdown in the last seconds of the game.
10. Cleaning up after the meal is (*their, there, they're*) responsibility.

EXERCISE B In each of the following sentences, cross out the word that is misused and then write the correct word above it. If a sentence is already correct, write C on the line provided.

Example _____ 1. Please send this check ~~too~~^{to} the gas company.

- _____ 11. The cat tumbled threw the branches of the tree but landed on its feet.
- _____ 12. The library book is due next weak.
- _____ 13. Do you know who's boots these are?
- _____ 14. Leave your muddy shoes there, and come into the kitchen.
- _____ 15. You're time is up.

Review A: Spelling Rules

EXERCISE A Underline the correctly spelled word in parentheses in each of the following sentences.

Example 1. The (*theif*, *thief*) has finally been caught.

1. My (*neice*, *niece*) is named Maika Vanessa Sanchez Huaman.
2. That woman is very beautiful, but she is not at all (*conceited*, *concieted*).
3. Roland's (*neighborhood*, *nieghborhood*) is quite friendly.
4. There are (*eight*, *ieght*) churches within the next two blocks.
5. When I first heard the news, I couldn't (*beleive*, *believe*) it.
6. This (*piece*, *peice*) of music is very beautiful.
7. Did you (*recieve*, *receive*) the package that I sent?
8. England was a mighty empire during the (*riegn*, *reign*) of Queen Victoria.
9. What a good (*neighbor*, *nieghbor*) you are!
10. That's a (*wieght*, *weight*) off my mind!

EXERCISE B Combine each of the following word parts to form a new word. Write the new word on the line provided.

Example 1. argue + ment = argument

- | | |
|---------------------------|-------------------------|
| 11. mis + spell = _____ | 16. cry + ed = _____ |
| 12. ugly + ness = _____ | 17. marry + ing = _____ |
| 13. educate + ion = _____ | 18. hot + er = _____ |
| 14. outrage + ous = _____ | 19. neat + est = _____ |
| 15. peace + ful = _____ | 20. pre + heat = _____ |

EXERCISE C Write the plural forms of the following nouns on the lines provided.

Example 1. alto altos

- | | |
|--------------------|--------------------|
| 21. lunch _____ | 26. patio _____ |
| 22. worry _____ | 27. potato _____ |
| 23. fax _____ | 28. 100 _____ |
| 24. army _____ | 29. aircraft _____ |
| 25. attorney _____ | 30. 1650 _____ |

Review B: Words Often Confused

EXERCISE A Underline the correct word or word group in parentheses in each of the following sentences.

Example 1. E-mail has become the (principal, principle) means of communication between my cousin and me.

1. Annapolis is the (*capital*, capitol) of Maryland.
2. The guide (*lead*, led) the hikers to the river.
3. Marlo has (*passed*, past) the fitness test with flying colors.
4. (*Its*, It's) time to prepare the decorations for the Cinco de Mayo festival.
5. Mr. Wauneka hates to (*loose*, lose) at chess.
6. By the time we got to the store, it was (*already*, all ready) closed.
7. Honesty is just one of the (*principals*, principles) of Tamika's moral code.
8. One (*brake*, break) on the car had to be replaced because it had worn out.
9. I've almost finished the jigsaw puzzle, but I think there is a (*peace*, piece) missing.
10. World history is one (*coarse*, course) that Paulo really liked.

EXERCISE B Cross out the word that is misused in each sentence below, and write the correct word on the line provided. If a sentence is already correct, write C.

Example _____ *weak* 1. The baby was too ~~week~~ to pick up the ball.

- _____ 11. Do you here the robin singing?
- _____ 12. The letter was written on letterhead stationery.
- _____ 13. Your not going to believe what I just saw.
- _____ 14. We drove past the intersection and had to turn around.
- _____ 15. Mr. Takagi is the principle violinist in the orchestra.
- _____ 16. Whose going to bring the oranges in from the car?
- _____ 17. The workers on the new cathedral are known for there attention to detail.
- _____ 18. He threw the stick across the yard, and the dog brought it back.
- _____ 19. We returned the books too the library.
- _____ 20. Standing at the center of the vast, grassy plain, she could see all the way to the horizon.

Review C: Spelling Rules and Words Often Confused

EXERCISE A Underline the correct word or word group in parentheses in each of the following sentences.

Example 1. (*There, Their, They're*) all coming to the game tonight.

1. Please take off (*your, you're*) coat, and sit down.
2. Joanne says she is at (*peace, piece*) whenever she goes camping.
3. At night, the (*desert, dessert*) air can become quite cold.
4. Who (*choose, chose*) the video we watched last night?
5. Of (*coarse, course*) you should take her class!
6. Finally, the parade moved (*passed, past*) the spot where we were standing.
7. London, the largest city in England, is also the (*capital, capitol*).
8. The gymnasium is (*already, all ready*) for the dance tonight.
9. In this campaign, I promise you will hear nothing from me but (*plain, plane*) speech.
10. (*Its, It's*) a long way to Tipperary.

EXERCISE B Cross out the misspelled word in each sentence below, and write the word correctly on the line provided.

Example children 1. A group of ~~childs~~ played soccer in the front yard.

- _____ 11. The dog was beging for a snack.
- _____ 12. The management hopes that you are not dissatisfied with the replacement.
- _____ 13. This room has quite a high cieling.
- _____ 14. The kitten left long scratches in the table's legs.
- _____ 15. Victor watched a family of mouses move through the grass.
- _____ 16. Several of the countys near Detroit have large populations.
- _____ 17. All of the radioes in the store are on sale this week!
- _____ 18. Did you recieve your copy of the book?
- _____ 19. Do you think the arguement in this editorial is convincing?
- _____ 20. My opinion is changable, but I need some good reasons.

Review D: Spelling Rules and Words Often Confused

EXERCISE A Underline the correct word in parentheses in each of the following sentences.

Example 1. Pack your (clothes, cloths) carefully in the suitcase so that they won't wrinkle.

1. It's a good idea to deposit (*your*, *you're*) check as soon as possible.
2. The singer remained (*stationary*, *stationery*) while the dancers moved around her.
3. (*Who's*, *Whose*) going to make dinner this evening?
4. The trainer (*lead*, *led*) the dog around the ring by its leash.
5. (*Their*, *There*, *They're*) is the hammer I've been looking for.
6. If you (*choose*, *chose*) to attend the party, please wear a tie.
7. Passing (*threw*, *through*) the village, Mr. Herrmann noticed the handsome courthouse.
8. The shifting sands of the (*desert*, *dessert*) slowly covered the ruins.
9. Please make (*peace*, *piece*) with your little brother.
10. Rafiq made his final decision based on (*principal*, *principle*) rather than self-interest.

EXERCISE B Cross out the misspelled word in each sentence below, and write the word correctly on the line provided.

Example neighbor 1. Our ~~nieghbor~~ is a colonel in the National Guard.

- _____ 11. This sunset is truely the most beautiful one I have ever seen.
- _____ 12. Kepping your promises is a very important virtue.
- _____ 13. Every day, several ferrys run between the mainland and Toad Island.
- _____ 14. The air traffic controller was managing several aircrafts at once.
- _____ 15. No *buts* about it: This is the best carrot bread I've ever tasted.
- _____ 16. The canyon was suddenly filled with echos.
- _____ 17. Protien is an essential component in any diet.
- _____ 18. The dishes were left on the counter to dry.
- _____ 19. The new film is showing three times dayly.
- _____ 20. The Sanchezs are the proud owners of a new car.

for **CHAPTER 14: SPELLING** pages 319–38

Proofreading Application: Business Letter

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

When you write a letter requesting information, take the time to check your spelling carefully. If you are not careful about your spelling, your reader may not take you seriously.

PROOFREADING ACTIVITY

Find and correct the errors in spelling in the following excerpt from a request letter. Use proofreading symbols to make your corrections.

Example We love to attend rodeoes. *y*

Dear Sir or Madam:

My family is planing a trip to your state later this summer.

My father has given me the task of chooseing our route. We will be spending a weak traveling through your state.

Our friends tell us that we simply must see the Painted Dessert. We have therefore put that stop on our list all ready. We would also like to drive threw the state capital. Of coarse, we would be interested in any other sites that you could recommend. For instance, which of your great citys would be a good place for us to stay?

I beleive that you offer some travel information free of charge. I would be truely grateful if you would send me any information that you feel would be helpful.

Sincerely,

Jay Wight

Jay Wight

NAME _____

CLASS _____

DATE _____

for CHAPTER 14: SPELLING **pages 319–38**

Literary Model: Folk Tale

Yes, he did have hair on his tail one time. Yes, indeed. De possum had a bushy tail wid long silk hair on it. Why, it useter be one of de prettiest sights you ever seen. De possum struttin' 'round wid his great big ole plumey tail. Dat was 'way back in de olden times before de big flood.

But de possum was lazy—jus' like he is today. He sleep too much. You see Ole Nora had a son named Ham and he loved to be playin' music all de time. He had a banjo and a fiddle and maybe a guitar too. But de rain come up so sudden he didn't have time to put 'em on de ark. So when rain kept comin' down he fretted a lot 'cause he didn't have nothin' to play. So he found a ole cigar box and made hisself a banjo, but he didn't have no strings for it. So he seen de possum stretched out sleeping wid his tail all spread 'round. So Ham slipped up and shaved de possum's tail and made de strings for his banjo out de hairs. When dat possum woke up from his nap, Ham was playin' his tail hairs down to de bricks and dat's why de possum ain't got no hair on his tail today. . . .

—from “How the Possum Lost the Hair Off His Tail” by Zora Neale Hurston

EXERCISE A After reading the excerpt aloud, write five of its words that do not fit standard spelling conventions. (Hints: Do not include words in which an apostrophe indicates that a letter has been left out. *Plumey* is an invented word.)

_____	_____
_____	_____
_____	_____

EXERCISE B The author deliberately uses some nonstandard spelling conventions in this folk tale. Would the tale read differently if all of the words had standard spellings? Explain why the author might have used the spellings she did.

From “How the Possum Lost the Hair Off His Tail” from *Mules and Men* by Zora Neale Hurston. Copyright 1935 by Zora Neale Hurston; copyright renewed © 1963 by John C. Hurston and Joel Hurston. Reprinted by permission of **HarperCollins Publishers, Inc.**

NAME _____

CLASS _____

DATE _____

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Literary Model (continued)

EXERCISE C “How the Possum Lost the Hair Off His Tail” is a fanciful tale of how something came to be. Write your own folk tale. Invent a story of how something in nature came to be, such as how the giraffe got its long neck or how the sky became blue. As Zora Neale Hurston did, have your narrator speak in a dialect, which is a form of speech spoken by people of a particular region or group. Use a few nonstandard spellings to help represent the dialect. (It may help you to think of a dialect you have heard in a movie, on television, or in real life.) Attach additional pages if necessary.

EXERCISE D

1. How does the use of nonstandard spellings help you to represent dialect? Explain your answer.

2. In what types of writing would the use of nonstandard spelling be appropriate? In what types would it be inappropriate? Explain your answers.

Writing Application: Puns

Homonyms can be tricky to spell. Because these words sound alike but are spelled differently, they often cause writers to make mistakes. For this very reason, homonyms make great puns. Many jokes, especially those for children, depend on homonym mix-ups for their humor.

EXAMPLE Where did Lancelot go to learn how to become a knight? To knight school, of course!

Here's a perfect example of how important spelling can be. In order to understand the joke, a person has to know the difference between *knight* and *night*. If you are not sure how to spell a homonym, check the word in a dictionary.

Writing Activity

Write two jokes that each depend on a pun—a mix-up of two homonyms—for their humor. Then, write a paragraph for each joke that explains why it is funny. Pretend you are writing to a person who is much younger than you are, who may need help understanding your jokes. In each paragraph, explain the meanings of the pair of homonyms that appear in each of your jokes. Be sure to spell your homonyms correctly, or you will only add to the confusion.

PREWRITING It may take you a while to come up with two silly jokes. Before you start to write, you can get ideas by looking at a book of riddles or jokes. Then, put the joke books away, and write a list of homonyms that you think would make for a good joke. Jot down any ideas that you have about funny ways these homonyms could be confused.

WRITING Now, turn your ideas into two jokes. Once you have written your jokes, write a paragraph explaining why each one is funny. Help your younger audience understand how the homonyms you chose gave rise to the humor. Don't forget to include both homonyms, along with a description of their meanings, in each of your paragraphs.

REVISING Once you have your explanations written, you can turn your attention to word choice. You are writing to a younger audience, so use words that they will know and adjust the length of your sentences so that they can understand them easily. Do what you can to make this mini-lesson in spelling fun—your jokes are already fun!

PUBLISHING Check your paragraphs for mistakes in spelling and punctuation, paying special attention to the homonyms. Get with a partner and make a poster. Choose one joke from each person and write these jokes on poster board. Attach a copy of each joke's explanatory paragraph. Illustrate your poster, and ask to hang it in the classroom.

Extending Your Writing

This exercise could lead to a more developed writing project. For a school talent show, you could write a comedy routine using puns that a middle school audience would find funny. If you are too shy to go onstage, write the routine for someone who's ready to get up there and ham it up.

Choices: Exploring Common Errors

Here's your chance to step out of the grammar book and into the real world. You may not notice them, but examples of grammar, usage, and mechanics appear in your life every day. The following activities challenge you to find a connection between common errors and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

GRAPHICS

Neither Fish nor Fowl

Wow! Some of those indefinite pronouns really are indefinite. They go either way—singular or plural. You know the ones—*all*, *any*, *most*, *none*, and *some*. Help out your friends. Design a sticker for your classmates' notebooks. Your sticker should feature these pronouns in bold type. A caution sign might be a good format. What do you think?

PUBLISHING

From Soup to Nuts

By now your English notebook should be so big that it's too heavy to carry. Your classroom should be wallpapered with posters, drawings, cartoons, and lists. Don't let all your hard work go into the recycle bin! With your teacher's approval, take down the posters and other materials and bind them into one large book. Design a fabulous cover with the name of your class and the year written in big letters. Have everyone in the class sign the cover.

TEAM PROJECT

Silly Story

Write a short story (about ten sentences long) that helps you practice pronoun-antecedent agreement. You will write the story yourself, but will leave blanks for your classmates to fill. Each sentence must include three things: a pronoun, a blank line where its antecedent should be, and a prompt that explains how to fill in each blank. A sentence in your story might read, "Several (*plural noun—type of animal*) decided they needed a vacation." In the classroom, get permission to read each prompt out loud—but only the prompt!—recording on the blank each word your class provides. When all the blanks are filled in, share your story with the class!

WRITING

What a Plain Plane Trip!

Take this sentence-writing challenge, and improve your ability to remember certain tricky words. See if you can write a sentence that includes a pair of words that are easily confused. (For ideas, see the *Words Often Confused* chart that begins on p. 329 of your textbook). For example, you could write, "When the church members voted to change the color of the altar, the look of the sanctuary was forever altered." Write at least five sentences that include word pairs.

WORD GAME

Categories, Categories

To play this capitalization game, the class will need to sit in a large circle. Announce a category to the class—for example, *countries*. The person to your right has to name a country that begins with the letter *A*. The next person names a country that begins with *B*, and so on. When someone gets stumped, the person to his or her left (in other words, the last person to come up with an answer) picks a new category, and the game continues in the same direction. Don't forget this important rule: All categories must be common nouns (nouns that are lowercase) and all answers must be proper nouns (nouns that are uppercase).

READING

Punctuation Marks All Around

Once you look around, you'll realize that punctuation marks show up in all kinds of materials. Scan books, magazines, and newspapers to find one example of each of the following punctuation marks: apostrophe, quotation mark, question mark, exclamation point, colon, and semicolon. (Punctuation errors are worth extra points!) Cut out your sentences and paste them to poster board, or copy them down with a bold marker. Don't forget to document your sources!

Sentence Fragments

EXERCISE A Identify each of the following word groups by writing on the line provided *S* if the word group is a sentence or *F* if the word group is a sentence fragment.

Example *F* 1. When a fire broke out in the engine room.

- 1. On the other side of the mountain.
- 2. Because we stayed up late on Friday night.
- 3. All that glitters is not gold.
- 4. When the fireworks lit up the sky.
- 5. Please find your gloves and boots before tomorrow morning.
- 6. Polishing the brass candlesticks in the hallway.
- 7. If Sarah calls me before seven o'clock on Saturday morning again.
- 8. An old book my great-grandfather owned is on the table.
- 9. Might not have received the invitation last week.
- 10. The delay after we reached the airport made us late.

EXERCISE B Some of the following word groups are sentence fragments. Rewrite each fragment to make a complete sentence by adding a subject, a verb, or both. You will need to change the punctuation and capitalization, too. If a word group is already a sentence, rewrite it, adding a capital letter at the beginning and an end mark at the end.

Example 1. thumping sound in the middle of the night.

The children heard a thumping sound in the middle of the night.

- 11. puzzled by the strange sounds

- 12. what could be making so much noise at this late hour

- 13. switched on the porch light and looked outside

- 14. trash and garbage everywhere in the front yard

- 15. sitting on the overturned garbage can

Run-on Sentences

EXERCISE A Identify each of the following word groups by writing on the line provided *R* if the word group is a run-on sentence or *S* if the word group is a complete sentence.

Example *R* 1. I enjoyed visiting my grandmother she tells such great stories.

- _____ 1. Jaime and Ramon grew up in the same neighborhood.
- _____ 2. Our team made the playoffs this year our final game is on Saturday.
- _____ 3. When we looked out the window, we saw our dog, it had gotten out of the yard again.
- _____ 4. Did you forget to set your alarm clock, or did you turn it off and go back to sleep?
- _____ 5. Come to my house today after school, we can work on math together.
- _____ 6. My sister always turns up the volume when that song comes on the radio.
- _____ 7. The sauce is almost finished, you can start cooking the pasta now.
- _____ 8. School was canceled because a thunderstorm knocked down some power lines.
- _____ 9. My shoelace came untied in the middle of the race I had to stop and tie it again.
- _____ 10. Turn left at the stop sign, my apartment building is the second one on the right.

EXERCISE B Identify which of the following word groups are run-on sentences. Then, on the line provided, rewrite each run-on sentence by (1) making two separate sentences or (2) using a comma and a coordinating conjunction. You may have to change the punctuation and capitalization, too. If a word group is already a complete sentence, write *S* on the line.

Example 1. My brother collects rocks, he wants to be a geologist when he grows up.

My brother collects rocks. He wants to be a geologist when he grows up.

11. We are going ice-skating tomorrow don't forget to wear warm clothes.

12. Tangerines are my favorite fruit, I also like peaches and apples.

13. What a great time we had last summer, we visited my mother's family in Ireland!

14. Please let me borrow that book when you are finished with it.

15. That bakery sells fresh bread, the baker wakes up at 4:00 A.M. to start the dough.

Sentence Fragments and Run-on Sentences

EXERCISE A Identify each of the following word groups by writing on the line provided *F* if the word group is a sentence fragment, *S* if it is a complete sentence, or *R* if it is a run-on sentence.

Example *R* 1. My cousin plays the harp, her teacher studied music in Paris.

- _____ 1. The movie that was recommended by the newspaper's reviewer.
- _____ 2. The curator showed our class the museum's collection of hand-woven carpets from India, he also demonstrated a loom and a spinning wheel.
- _____ 3. After the dress rehearsal next Tuesday afternoon.
- _____ 4. Turn out the lights and lock the door when you leave.
- _____ 5. The assembly has been rescheduled it will take place in the cafeteria.
- _____ 6. That street is really busy, be careful when you cross it.
- _____ 7. Your father can take you to the drugstore when he comes home from work tonight.
- _____ 8. We went to the wrong room we didn't hear the announcement.
- _____ 9. The newspaper tied in bundles and stacked neatly next to the garage door.
- _____ 10. When you have time, please explain this problem, I just don't understand it.

EXERCISE B On the line provided, identify each word group as a sentence fragment (*F*), a run-on sentence (*R*), or a complete sentence (*S*). Then, rewrite each sentence fragment and run-on sentence to create complete sentences. You may have to change the punctuation and capitalization, too.

Example *R* 1. The trumpet is not a new instrument its long history is remarkable.

The trumpet is not a new instrument. Its long history is remarkable.

- _____ 11. Early trumpets were often made from reeds the instruments made sorrowful sounds.

- _____ 12. Played at the end of the day to invite the sun back by morning.

- _____ 13. In early Africa, when people needed to send messages a long distance.

- _____ 14. Aztecs and Incas made their trumpets of silver, copper, wood, and clay.

- _____ 15. They called to the gods on trumpets Egyptians and Hebrews used trumpets similarly.

Subject-Verb Agreement A

EXERCISE A In each of the following sentences, underline the form of the verb in parentheses that agrees with the subject.

Example 1. (*Hasn't, Haven't*) any of the musicians arrived yet?

1. The boys (*has, have*) brought snacks for the hike.
2. (*Do, Does*) the English alphabet have twenty-six letters?
3. Either Max or Neil (*know, knows*) the answer to that question.
4. All of us (*want, wants*) to see that movie next week.
5. My little sister already (*count, counts*) to one hundred.
6. Her aunt and uncle (*own, owns*) a ranch in Wyoming.
7. (*Was, Were*) you standing at the bus stop when the rain started?
8. One of these chairs (*has, have*) a broken leg.
9. Whenever we (*give, gives*) the dog a bath, everyone gets soaking wet.
10. Every camper (*need, needs*) a flashlight, a sleeping bag, and two sets of clothing.

EXERCISE B Most of the following sentences contain a subject-verb error. If the verb does not agree with its subject, cross out the incorrect verb and write the correct form above it. If the verb already agrees with its subject, write C after the sentence.

Example 1. In the South Pacific Ocean, one group of volcanic islands ~~are~~^{is} called Samoa.

11. One of the oldest cities in North America are Quebec City.
12. The brilliant blue waters of the Caribbean makes the area popular with vacationers.
13. The city of Casablanca remain the largest in Morocco.
14. Either Sydney, Australia, or Budapest, Hungary, were settled by the British.
15. Bangladesh lies between India and Myanmar.
16. Have anyone found a photo of Lake Victoria for the report on lakes in Africa?
17. In Bahrain is located important oil reserves.
18. More of the world's population are in Asia than anywhere else.
19. Some of the pupils remember that Ethiopia was formerly Abyssinia.
20. Citizens of the Ivory Coast in West Africa has enjoyed prosperity and peace.

Subject-Verb Agreement B

EXERCISE A For each of the following sentences, decide whether the underlined verb agrees in number with its subject. If the verb form is incorrect, write the correct form above it. If the verb form is already correct, write C above it.

Example 1. My grandmother ^{bakes} bake her own bread twice a week.

1. She is ninety-one, but she get up early to start her baking.
2. She don't like the taste of store-bought bread.
3. Her favorite parts of the process are kneading the dough and shaping the loaves.
4. The kitchen smells wonderful when the bread come out of the oven.
5. Her whole-wheat bread tastes especially good.
6. Each of the loaves are carefully formed and set in a warm place to rise.
7. Sometimes she choose a new recipe.
8. I likes the spaghetti she makes, too.
9. Each of us pick the ingredients for the sauce.
10. The spices in the sauce are hot and flavorful.

EXERCISE B Underline the verb in each of the following sentences. Be sure to underline any helping verbs, too. Then, if the verb does not agree with its subject, write the correct form above the incorrect verb. If the verb is already correct, write C above it.

Example 1. ^{Has} Have everyone had a turn yet?

11. All of my friends knows the directions to my house.
12. Only one of the houses on our street have a bright blue door.
13. A huge oak tree shades the front of the house.
14. Has they given you instructions for the science project?
15. The windows and the door was left open.
16. Either science or history are my favorite subject this year.
17. In the summer, my family and I usually goes to the beach.
18. My uncle and my cousins often join us there.
19. Does you play on your school's soccer team?
20. My twin nephews, Joshua and David, have just celebrated their second birthday.

Pronoun-Antecedent Agreement A

EXERCISE A In each of the following sentences, choose the pronoun in parentheses that agrees with its antecedent.

Example 1. She, Jack, and I want to visit the Natural History Museum on (*their, our*) spring break.

1. Nick, please ask your sister to put air in (*his, her*) bicycle tires.
2. Each of the squirrels has (*their, its*) store of acorns in a different tree.
3. You left your gloves and jacket at my house; you can get (*it, them*) tomorrow morning.
4. Three of the women in our apartment building volunteer (*her, their*) time every other month.
5. Could you please show Anna and me how to do that for (*herself, ourselves*)?
6. Jennifer gave the boys a detailed map, but (*they, he*) still got lost.
7. The fox raised (*their, its*) ears, sniffed the air, and ran into the bushes.
8. This drum set was not very expensive; I bought (*it, them*) at a secondhand store.
9. Put your coat in the closet so that you will know where to find (*them, it*).
10. Neither one of my nieces likes to have (*their, her*) hair combed.

EXERCISE B Most of the following sentences contain a pronoun that does not agree with its antecedent. If a pronoun is incorrect, cross it out and write the correct pronoun above it. If a sentence is already correct, write C after it.

Example 1. Did either Jorge or Dennis bring ^{his}~~their~~ coin collection to school?

11. All of the kittens spend a lot of time washing themselves.
12. Please ask Jessica and Ramona to pick up her clothes.
13. One of the boys has forgotten their uniform.
14. This radio may be broken, or it may only need new batteries.
15. My brother and sister tried to fix the flat tire ourselves.
16. Should we ask Mr. and Mrs. Sansone to autograph a copy of her new book?
17. Nina asked Sonia to bring the snacks to the party, but she hasn't brought it yet.
18. The members of the cast posed for publicity photographs when its dress rehearsal was over.
19. Either Cindy or Felicia wants to rearrange the desks so that they can sit by the window.
20. All of us want to finish their social studies project by Monday.

Pronoun-Antecedent Agreement B

EXERCISE On the line provided, complete each of the following sentences by writing a pronoun that refers to an antecedent in the sentence.

Example 1. All of the actors have memorized their lines in the play.

1. My new puppy certainly likes to chase _____ own tail.
2. When she reached the top of the hill, she gave _____ a few minutes to catch her breath.
3. Two boys in my class always visit _____ relatives in Mexico during the winter break.
4. Those CDs belong to my aunt; please be careful with _____.
5. We can't go skating today because neither Alicia nor Tess remembered to bring _____ skates.
6. Would you please bring me a glass of water when _____ come back outside?
7. My cousin got us to the airport on time, but _____ flight was delayed.
8. If you want to have a dog, you will have to learn to take care of _____.
9. Both of the horses jumped over the low fence between _____ corral and the field.
10. As we approached the house, one of the dogs began to wag _____ tail.
11. I worked for three hours last night because _____ report is due today.
12. No one could use the telephone in the office because _____ was out of service.
13. My great-great-grandparents left Ireland because _____ could not get enough food or find work.
14. Naomi is a talented writer; _____ won the essay contest last year.
15. Please dust the books and put _____ back on the shelves.
16. At what time should Jill and Amy's parents pick _____ up after the party?
17. My sister is three years older than I am, but _____ enjoy the same music.
18. Yazmin left a message for Tom, but _____ hasn't called back yet.
19. I'm going to take a nap; please wake _____ up in an hour.
20. We allowed _____ exactly thirty minutes to finish the practice test.

Verb Forms A

EXERCISE On the line provided, write the form of the italicized verb that will complete the sentence correctly.

Example 1. *watch* Last Saturday we watched a baseball game.

1. *complete* Jeremy will _____ his first-aid course this week.
2. *eat* My brother bought six apples and _____ two of them immediately.
3. *forget* I have to pay a library fine; I must have _____ to return a book on time.
4. *bring* Justine _____ her new CD to the party so that we could all hear it.
5. *sit* When he came into the room, he _____ in a chair near the door.
6. *say* Didn't she _____ that the concert started at eight o'clock?
7. *frighten* Don't do that again! You _____ me!
8. *fix* I'm sure I could _____ this toaster if I had the right kind of screwdriver.
9. *teach* Last year, my aunt _____ English at a high school in the Czech Republic.
10. *look* Dan is _____ everywhere for the instructions that came with the game.
11. *walk* We should have _____ to school this morning.
12. *keep* Tricia _____ the secret as long as she could.
13. *study* Last year, my class _____ the solar system and visited NASA.
14. *find* Have you _____ your scarf yet?
15. *come* Who _____ to the first meeting of the French Club?
16. *throw* Unfortunately, she had already _____ the map away.
17. *laugh* He was _____ so hard that he could not stop.
18. *call* I have _____ every bookstore, but not one of them has that book.
19. *do* What would you have _____ in that situation?
20. *sing* Joaquin will be _____ a solo in tonight's performance.
21. *drive* My uncle Jack has _____ a taxicab for over thirty years.
22. *slide* The children sat on flattened cardboard boxes and _____ down the hill.
23. *read* Has your sister _____ the new book in that mystery series?
24. *write* Noah has already _____ a letter to his grandfather.
25. *blow* He took a deep breath and _____ air into the balloon.

Verb Forms B

EXERCISE A On the line provided, write the correct past or past participle form of the italicized verb.

Example 1. *blow* Heavy rains blew across Houston one night last summer.

1. *begin* By morning, water had _____ to cover the sidewalks.
2. *rise* Bayou water _____ another inch before the rain stopped.
3. *make* My new neighbor from Detroit and I _____ the best of a wet vacation day.
4. *see* Sheree had never even _____ a crawfish before.
5. *go* She had _____ lake fishing many times, however.
6. *catch* From the street curb, we _____ crawfish as they swam by.
7. *break* Catching six in her net, Sheree _____ my best record.
8. *know* There were more in the bayou, but we _____ to stay away from fast-moving water.
9. *find* I _____ some fish with slightly blue scales.
10. *choose* After our fun, we _____ to let them all swim home.

EXERCISE B In each of the following sentences, decide whether the underlined verb form is correct or incorrect. If the verb form is incorrect, write above it the correct form of the verb. If the verb form is correct, write C above it.

Example 1. These stone walls must have been ^{*built*} builded over a hundred years ago.

11. Henry and Liam made sure to set their alarm clock every night because neither of them trusts himself to wake up on time.
12. Began the project by collecting all the supplies and materials you will need.
13. Have you gave the school office your new address and phone number?
14. The mail carrier has already put the mail in the boxes, but I'm sure the post office is still open.
15. Cole has always drew animals; his horses are especially lifelike.
16. Hermione had took out the trash and swept the floor before her parents returned.
17. They must have went home earlier; we didn't see them at the meeting.
18. No one was injured when the ropes broke and the boards tumbled to the ground.
19. Where have I heard that music before?
20. She had stand at the station for an hour, waiting for the train to arrive.

Pronoun Forms A

EXERCISE A Underline the correct form of the pronoun in parentheses.

Example 1. Coach Torres awarded (*we, us*) certificates of merit.

1. Thad gave Jennifer and (*I, me*) some good ideas for the stage set design.
2. Either (*her, she*) or I will take pictures of the Ferris wheel at night.
3. The scarecrow was placed between Raymond and (*he, him*).
4. From off the dusty ground, the magic carpet lifted our friends and (*we, us*).
5. Dr. Shin and (*he, him*) calmed the restless audience.
6. Reggie and (*they, them*) tried to find homes for sixteen puppies.
7. Who could have guessed the surprise in store for Latrice and (*I, me*)?
8. One of the best mathematicians in the contest was (*she, her*).
9. Ken nodded to (*we, us*) as we entered the ballroom.
10. Can you offer some advice to her and (*they, them*)?

EXERCISE B Most of the following sentences contain a pronoun that has been used incorrectly. If a pronoun is incorrect, cross it out and write above it the correct pronoun. If the sentence is already correct, write C after the sentence.

Example 1. For ^{whom}~~who~~ did you make that beautiful card?

11. The finalists in the chess tournament were her and I.
12. Them and Jack want to go to the circus on Friday night.
13. Sara told him and I about the new restaurant.
14. Michael sent they pictures from his trip.
15. Did Lawrence read the article about volcanoes to she and her sister?
16. My mother waved to we from the window of the train.
17. Whom will bring the refreshments for the class party?
18. The most imaginative writer in my class is he.
19. Charles made sandwiches for all of they.
20. Anya told her friends that she would meet them at the skating rink.

Pronoun Forms B

EXERCISE A Underline the correct form of the pronoun in parentheses in each of the following sentences.

Example 1. Throw the ball to (*he, him*).

1. Neither (*she, her*) nor I will be at the assembly today.
2. Did the club elect (*her, she*) president?
3. (*He, Him*) and Matthew voted for her.
4. I hope she will thank (*they, them*).
5. To (*who, whom*) did you address that package?
6. He and (*I, me*) found the answer immediately.
7. We walk to school with Natasha and (*she, her*).
8. Please let (*he, him*) come with us to the carnival.
9. Mrs. Jamison and (*he, him*) were my favorite teachers last year.
10. (*Who, Whom*) remembered to bring a flashlight?

EXERCISE B Each of the following sentences contains a pronoun that has been used incorrectly. Cross out the incorrect pronoun and write above it the correct pronoun.

Example 1. Ben and ~~me~~^I put away the clothes and washed the dishes.

11. Him and I have had the same piano teacher for years.
12. Mr. Jimenes showed they how to operate the slide projector.
13. Should Corinna or me put up the posters in the hallway?
14. Them are the juiciest oranges that I have ever eaten.
15. My father divided the chores between my brother and I.
16. Whom was calling so late last night?
17. Shawna and Mitchell invited they to the graduation ceremony.
18. The teacher assigned that topic to he and me.
19. Jessica shared the information with Bao and I.
20. Are they or us responsible for publicizing the school play?

Comparative and Superlative Forms of Modifiers

EXERCISE A In each of the following sentences, underline the correct form of the adjective or adverb in parentheses.

Example 1. The math test we had this week was (*easier, easiest*) than the one we had last week.

1. This is the (*worse, worst*) cold I've had all year.
2. If you try (*harder, hardest*) the next time, you'll be more successful.
3. You will need to mix the eggs into the dough (*better, best*) before you put in the vanilla.
4. Was that summer the (*warmer, warmest*) on record?
5. The corn in those fields appears (*taller, tallest*) than it was last year.
6. The exhibit of gems and minerals was the (*more interesting, most interesting*) of all.
7. She was (*happiest, happier*) when the puppy came home than her sister was.
8. I wish the weather were (*most predictable, more predictable*) than it is.
9. In my opinion, *The Phantom Tollbooth* is one of the (*better, best*) books I've ever read.
10. He is a good baseball player, but he enjoys basketball (*most, more*).

EXERCISE B On the line provided, write the correct comparative or superlative form of the italicized word.

Example 1. *famous* Rome's Trevi Fountain is the most famous one in the world.

11. *difficult* Silver was much _____ to mine in ancient Egypt than gold.
12. *big* Objects held on the other side of a magnifying glass look _____.
13. *common* Cereal grains are the _____ foods of all.
14. *warm* Wool is _____ than cotton because its bulky fibers trap air.
15. *bad* Coastal towns are often the _____ hit by high winds during a hurricane.
16. *good* Many say that laughter is the _____ medicine.
17. *old* As we grow _____, the lenses in our eyes lose elasticity.
18. *high* The _____ tides anywhere occur in Canada's Bay of Fundy.
19. *powerful* In 1883, the island Rakata suffered the _____ volcanic eruption on record.
20. *well* Was that movie _____ than the one you saw last week?

Misplaced Modifiers

EXERCISE A In each of the following sentences, underline the prepositional phrase or adjective clause that is in the wrong place.

Example 1. The parrot squawked at the people in the cage.

1. The man lost his hat that was dancing.
2. The tall boy with glasses is my cousin in the picture.
3. The squirrel sat on a tree limb that had been hiding acorns all summer.
4. Did you drink the juice before breakfast that was in a pitcher on the table?
5. The girl stopped and patted the puppy who was skating on the sidewalk.
6. The trees were visible in the light of the moon that were below the mountain.
7. We left our map on the bus of the city.
8. Behind the stove, we read the old letters we had found in a box.
9. A hurricane slammed into the coastal resort town with 90-mph winds.
10. She gave the bread to the children that had just finished baking in the oven.

EXERCISE B Rewrite each of the following sentences to correct any errors in the placement of modifiers.

Example 1. I forgot to tell the girl about the party who had just joined the club.

I forgot to tell the girl who had just joined the club about the party.

11. Mrs. Jackson gives away the vegetables to her neighbors that she grows in her garden.

12. I bought the book at a secondhand bookstore, on which that movie was based.

13. Wrapped in aluminum foil, we placed the potatoes into the hot ashes.

14. Please take the package to the post office that has already been wrapped.

15. I put the log next to the fireplace that was cut from the fallen tree.

Double Comparisons and Double Negatives

EXERCISE On the lines provided, rewrite each of the following sentences to correct any double comparisons or double negatives.

Example 1. I can't do no more homework until I rest my eyes.

I can't do any more homework until I rest my eyes.

1. The track team can't scarcely jog in place because of the mud.

2. Miriam hates to turn in papers written in her most messiest handwriting.

3. Your sandwich got even more soggy than mine!

4. Ned's pony, Blue Tail, won't eat apples no more.

5. There wasn't nobody at the ticket window at six o'clock this morning.

6. The tree is no more taller than it was three years ago.

7. My little sister said that was the most scariest movie she had ever seen.

8. Please adjust the volume so that the music is more quieter.

9. The children can't hardly wait until the parade begins.

10. She couldn't find no shoes that she wanted to buy.

Standard Usage A

EXERCISE A For each of the following sentences, decide whether the underlined word or phrase is correct according to formal, standard English usage. If the usage is incorrect, write the correct usage above the underlined word or phrase. If the usage is already correct, write C above it.

Example 1. Charlene wants to know ^{why} how come people snore.

1. You should of heard my aunt snoring away last night.
2. She use to snore even louder than she does now.
3. When your asleep, you can't hear yourself breathing.
4. Less people admit to snoring than complain about others.
5. Its not true that only older people snore.
6. It ain't as if it's anyone's fault.
7. My aunt felt bad that her snoring kept me awake.
8. Even if you try and quit snoring, you may not succeed.
9. Snoring is a long ways from being a crime.
10. We should learn each other to be more understanding.

EXERCISE B In each of the following sentences, cross out the word or word group that is incorrect according to formal, standard English usage. Then, write the correct usage above the crossed-out word or words.

Example 1. ^{They're} ~~There~~ going to meet us this afternoon after school.

11. I've looked, but my shoes are nowheres in the house.
12. The six children divided the raisins between themselves.
13. I had all ready finished my homework by four o'clock.
14. Doesn't he play the guitar good?
15. You could of borrowed that book from the library.
16. He assured me that he could do the job hisself.
17. Do you know how come we are having an assembly on Friday afternoon?
18. Everyone accept Jenny is going on the field trip.
19. Biographies are kind of interesting to me.
20. This sofa is softer then that one.

Standard Usage B

EXERCISE A For each of the following sentences, decide whether the underlined word or phrase is correct according to formal, standard English usage. If the usage is incorrect, write the correct usage above the underlined word or phrase. If the usage is already correct, write C above it.

Example 1. Now I know that we really ^{ought to have} ought to of studied harder.

1. That there dog likes to chase our mail carrier.
2. Who's going to ride with us in our car?
3. We'll have to leave at least a hour before the show starts.
4. History is my favorite subject, but I like geography alot, too.
5. Could you tell me where the office is at?
6. She thought she did alright in the math competition, but she was surprised to hear that she had won.
7. You should always bring extra water when you go hiking in the desert.
8. If I had of known you would be home for dinner, I would have set an extra place.
9. My dog can fetch well.
10. Jovita forgot that she was suppose to meet us at the bus stop.

EXERCISE B In each of the following sentences, cross out the word or word group that is incorrect according to formal, standard English usage. Then, write the correct usage above the crossed-out word or words.

Example 1. This winter has been warmer ^{than} ~~then~~ the last one was.

11. The children haven't found they're mittens yet.
12. How much do them apples cost?
13. I read in the newspaper where the governor would be visiting our school today.
14. If your late again today, we'll have to leave without you.
15. This here book is about a family that lived in England during World War I.
16. Would you please carry the groceries inside of the house?
17. The horse flicked it's tail and galloped away.
18. My cousin is learning me how to change a bicycle tire.
19. Kendra felt really badly about hurting her father's feelings.
20. I hope my application for the part-time job will be excepted.

Capitalization A

EXERCISE A In each of the following sentences, underline any word or words that should be capitalized but are not.

Example 1. last spring, my family visited washington, D.C.

1. We especially enjoyed the Washington monument and the Lincoln memorial.
2. We had to wait for an hour to see the declaration of independence at the national archives.
3. My sister met two japanese exchange students at one of the museums.
4. The exchange students were trying to find Constitution avenue.
5. they studied the city map that my sister gave them.
6. I wanted to tour the white house, but no tickets were available.
7. My parents took us to see president Kennedy's grave at Arlington national cemetery.
8. We also visited Mt. vernon, George Washington's home, which is in virginia.
9. Someday I would like to visit some of the nearby civil war battlefields.
10. I have heard that williamsburg and jamestown are also interesting places to visit.

EXERCISE B Most of the following sentences contain capitalization errors. On the line provided, write C if the sentence is correct. If the capitalization in the sentence is incorrect, circle any letters that should be capitalized or made lowercase.

Example _____ 1. At age twelve, Alexander the great probably did not know he would rule an Empire.

- _____ 11. Only eight years later, however, he inherited the kingdom of macedon.
- _____ 12. His father, king Philip, had ruled that region of greece before.
- _____ 13. Unfortunately, wars from his Father's time left little money in the royal treasury.
- _____ 14. so Alexander decided to conquer the persian empire for its wealth.
- _____ 15. Soon, he controlled all of Asia Minor.
- _____ 16. Across the Mediterranean sea, Egypt became his next conquest.
- _____ 17. After that, he led his soldiers into India.
- _____ 18. Alexander's victories quickly spread the greek language.
- _____ 19. The influence of Greek culture can still be seen over a significant portion of the World.
- _____ 20. His career was short, but clearly Alexander the Great was one of the most successful
Generals in recorded history.

Capitalization B

EXERCISE A In the following sentences, circle any letters that should be capitalized or made lowercase.

Example 1. My sister won an academic Scholarship to Auburn University.

1. Is your correct address 923 West Forty-Fifth street?
2. Last night, the planets Venus and saturn were near the moon.
3. My mother works for a company called J. Smithson and sons, inc.
4. The letter began, “dear Mr. Samuelson.”
5. Is Australia both a continent and a Nation?
6. The lawyers requested a meeting with judge O’Hanlon.
7. Either Simon or Natalie will be elected President of the club this year.
8. I was born in Florida, but I grew up in the north.
9. Are you waiting to see dr. gomez or her Nurse?
10. Argentina, Peru, and Chile are countries in south America.

EXERCISE B In the following letter, circle any letters that should be capitalized or made lowercase.

Example [1] I wrote a letter to Ms. Jean Thompson-garcia, the editor of the Newspaper.

Ms. Jean Thompson-Garcia

[11] Braxton News-leader

[12] 419 Ninety-Eighth Avenue

[13] Braxton, Tx 75771

[14] Dear ms. Thompson-garcia:

[15] I recently read an article in your newspaper about my school, Hill Country middle school.

[16] I think the Reporter, Jeff Masterton, did not get all the facts before he wrote, “students have nothing to do after school.” [17] my school offers many extracurricular activities. [18] I am a member of the spanish club. [19] I also play on the school’s Baseball team. [20] Other students participate in Band or the Drama Club, and many play on our Sports teams.

I think your newspaper should print a correction.

Sincerely,

Elena Whitson

Commas A

EXERCISE In each of the following sentences, draw a caret (^) to show where any missing commas should be inserted.

Example 1. My younger sister was born on January 22, 1997, in Topeka, Kansas.

1. My soccer team practices on Monday, Wednesday, and Thursday.
2. Dr. Michaelson, could I get a copy of my immunization record?
3. You will need flour, yeast, water, and a little salt to make this bread.
4. No, I don't want the other half of your sandwich.
5. When you reach the corner, turn left.
6. The new curtains are made of a thin, soft cotton fabric.
7. I would like to go to the beach this summer, but a camping trip would also be fun.
8. On weeknights, before dinner, Alexis plays chess with her father.
9. Bongo and Conga, the dogs that my grandparents gave me for my birthday, sleep at the foot of my bed.
10. We can give you a ride to the theater, or you can meet us there at six o'clock.
11. If you will vacuum the bedroom, I will change the sheets.
12. On Sunday afternoons, after lunch, Denise's family always visits her grandfather.
13. When my father was a boy, he lived on a ranch in Nevada.
14. He shared a room with his older brother, his younger brother, and a cousin who lived at their house.
15. The storm, the first of the winter, knocked down power lines all over town.
16. Before I left the museum, I took one last look at the bold, colorful brush strokes of the painting.
17. Hey, isn't that Cynthia's mother?
18. The highway goes through the center of Baton Rouge, Louisiana.
19. If Nala got up earlier, she would have time to fix her own lunch.
20. Martín's father was born in Puerto Rico, but he grew up in Sevilla, Spain.

Commas B

EXERCISE A In each of the following sentences, draw a caret (^) to show where any missing commas should be inserted.

Example 1. Students^ would you recognize any of the great building accomplishments of the nineteenth century?

1. People are familiar with the Statue of Liberty but many do not know it was a gift from France.
2. In Paris France the view from the top of the Eiffel Tower is fantastic.
3. That tower is 984 feet high took two years to build and is held together by 2.5 million rivets.
4. Mrs. Clark my music teacher told me that the opera house at Manaus is well known.
5. The opera house at Manaus was built in the nineteenth century a period during which the Brazilian rubber industry was flourishing.
6. Monuments railroad tunnels and bridges were constructed in the 1800's.
7. Yes the Forth Railway Bridge extended the railroad from England to Scotland.
8. The first major railway passage through the Swiss Alps the Mont Cenis Tunnel opened in 1890.
9. When one of the first suspension bridges opened in England in 1864 the people must have been excited.
10. Amy can you list other nineteenth-century building achievements?

EXERCISE B All of the necessary commas are missing from the following paragraphs. Draw a caret (^) to show where each comma should be inserted.

Example [1] One of my neighbors^ Nancy Moore^ is a reference librarian at the public library.

[11] She helps people find information shows students how to use reference books and leads school tours of the library. [12] When she first started working at the library she catalogued and shelved books. [13] Nancy says that modern librarians especially reference librarians need good computer skills. [14] When Nancy is away from the reference desk she is usually helping someone with the computers. [15] Nancy's job has changed over the years yet she still enjoys being a librarian.

Semicolons and Colons

EXERCISE A Underline any word that should be followed by a colon and draw a caret (^) to show where a semicolon should be. Hint: In some sentences, semicolons will replace commas.

Example 1. Their trip included visits to the following cities Dublin, Ireland, London, England, and Glasgow, Scotland.

1. My favorite music is jazz, my brother's is gospel.
2. Nelda is on the swim team, she also plays volleyball for our school.
3. The following students should go to the office Frank, Debra, and Diego.
4. My grandmother grew up in North Dakota her family moved there right after she was born.
5. Be sure your letter contains the following the date, a salutation, and a closing.
6. You can take the bus, I prefer to ride my bike.
7. Pack the following items for our trip a sleeping bag, a flashlight, and a jacket.
8. The recipe called for these spices cinnamon, ginger, allspice, mace, and nutmeg.
9. The tall boy with black hair is my brother the girl who is standing next to him is my cousin.
10. I have lived in Austin, Texas, Washington, D.C., Key West, Florida, and San Diego, California.

EXERCISE B Rewrite each of the following sentences using semicolons and colons where needed.

Example 1. English speakers have borrowed the following expressions from other languages, *mañana*, from Spanish, *ciao*, from Italian, and *bon voyage*, from French.

English speakers have borrowed the following expressions from other languages:

mañana, from Spanish; *ciao*, from Italian; and *bon voyage*, from French.

11. Here are some excellent sources of vitamin C oranges, grapefruits, tomatoes, and lemons.

12. *Ecology* has become a common term recycling has developed into a common habit.

13. If the timer is set for 3 05, our recorder will miss the first five minutes of the program.

14. Some areas of the country need rainfall some areas must cope with flooding.

15. The following ingredients are needed for a tuna sandwich tuna, bread, tomato, and mayonnaise.

Quotation Marks and Other Punctuation A

EXERCISE A Rewrite each of the following sentences, adding quotation marks, other punctuation, and capital letters where needed.

Example 1. Anita said Malcolm would you please help me with this problem

"Anita," said Malcolm, "would you please help me with this problem?"

1. What is the name of the poem that begins once upon a midnight dreary

2. The name of that poem is The Raven by Edgar Allan Poe

3. Help she shouted into the darkness my flashlight is broken

4. Do you know the second verse of America the Beautiful

5. I will be at your house by four o'clock she said

EXERCISE B In the following sentences, draw a caret (^) to show where a hyphen should be inserted.

Example 1. We have at least forty^five minutes before the bell rings.

6. You certainly have a well organized desk.

7. My great great grandfather was born in Romania.

8. When the governor elect arrives, the band will begin playing.

9. The ski trip will cost each student more than ninety five dollars!

10. I called the radio station to get up to date information about the concert.

EXERCISE C In each of the following sentences, underline each title or name that should be in italics, and insert quotation marks around each title or name that should be in quotation marks.

Example 1. Stuart Little and Charlotte's Web were written by E. B. White.

11. Have you read the book Rabbit Hill?

12. The Tempest is one of Shakespeare's best-known plays.

13. The best chapter in this book is The Mystery Deepens.

14. Have you heard the song Duke of Earl?

15. A replica of the Santa Maria is moored in the harbor.

Quotation Marks and Other Punctuation B

EXERCISE A On the lines provided, rewrite each of the following sentences, adding quotation marks, commas, end marks, and capital letters where needed.

Example 1. In my opinion Claire said history is the most interesting subject

"In my opinion," Claire said, "history is the most interesting subject."

1. I'd like to write the invitations offered Maxine

2. Will Jim ride his bike asked Nate or will he walk with us

3. Dennis told us that his family is moving to Florida in June

4. What a great movie Jonah exclaimed when they left the theater

5. Carolyn asked us to give her a ride to the park

EXERCISE B On the lines provided, rewrite each word, inserting hyphens to show where the word may be divided at the end of a line. If a word should not be divided, write *do not hyphenate* on the line.

Example 1. communication com-mu-ni-ca-tion

6. development _____

9. thorough _____

7. fascinating _____

10. alert _____

8. real _____

EXERCISE C In each of the following sentences, underline each title or name that should be in italics, and insert quotation marks around each title or name that should be in quotation marks.

Example 1. Ramona the Pest, by Beverly Cleary, is my sister's favorite book.

11. In the novel *Souder*, a father steals to feed his family.

12. The Owl and the Pussy-Cat is one of Edward Lear's best-known poems.

13. My brother likes to sing I Know an Old Lady Who Swallowed a Fly.

14. In what year did the Lusitania sink?

15. Mr. Browning read to the class Robert Frost's poem *Stopping by Woods on a Snowy Evening*.

Apostrophes

EXERCISE In each of the following sentences, decide whether the underlined word is correct as written. Above each incorrect word, rewrite the word correctly. If the word is already correct, write C above it.

Example 1. Is this jacket ^{yours}your's or Tom's?

1. I cant believe you left so early!
2. The dogs tails were wagging happily.
3. Jesse wakes up at six o clock every morning to practice piano.
4. The kitten finished the milk and cleaned its whiskers.
5. Camping in the snow isn't everyones idea of a good time.
6. Do you spell *Connecticut* with two ns or one?
7. Lets try to concentrate on our work.
8. Her sisters name is Lora, not Laura.
9. Bettina is the one whos always late.
10. I'm sure this is Chuongs notebook.
11. I think its worth repairing.
12. Whats in the refrigerator at your house?
13. We went to Trish's apartment to study.
14. Your computer skill's are better than they used to be.
15. The boy's jackets were purchased in the mens department.
16. The rose's in your garden are blooming early this year.
17. Who's books fell on the floor?
18. In that song, the women's voices are rich and powerful.
19. How old was he in 99?
20. Have you picked up all the childrens' toys?

All Marks of Punctuation A

EXERCISE On the lines provided, rewrite each of the following sentences with correct punctuation.

Example 1. A visit to the open air market is almost as exciting as a trip around the world

A visit to the open-air market is almost as exciting as a trip around the world.

1. Early every Saturday the fruit and vegetable vendors begin setting up their stalls

2. Fruits vegetables and herbs are carefully displayed on tables and in crates

3. Buckets of flowers line one aisle baskets of bread line the next

4. How appetizing all the wonderful smells are

5. My little brother always wants to look at the fish for some of them are as big as he is

6. Some of the vendors stalls are decorated with bright blinking lights

7. We bought the following items peppers lemons and limes

8. We never buy much but we always have a wonderful time

9. My mother declared The market is the perfect introduction to other countries and cultures

10. Do you think youd enjoy coming with us next time or would you rather stay home

All Marks of Punctuation B

EXERCISE On the lines provided, rewrite each of the following sentences with correct punctuation.

Example 1. What have you been doing all day asked the camp director

"What have you been doing all day?" asked the camp director.

1. Yes Johns younger brother has a leading role in the school play

2. How thrilling for him exclaimed my mother

3. Next weekend shes going to visit her sister in Omaha Nebraska

4. He said that he would clear the table wash the dishes and sweep the kitchen floor

5. Lets eat a snack first then well study for an hour

6. Because she is a diabetic my grandmother reads labels very carefully

7. Theyre going to bring the following supplies to the meeting markers scissors and tape

8. If you liked The Chronicles of Narnia series you might also enjoy C S Lewiss other books

9. We will sing The Battle Hymn of the Republic on Tuesday January 18

10. Why I know that youll do well on the test you've studied so hard

Spelling A

EXERCISE A In each of the following sentences, two words are underlined. Write C above each underlined word that is spelled correctly. Above each misspelled word, write the word correctly.

Example 1. The team is ^Crelying on his ^{steadiness}steadyness on the balance beam.

1. Please write a breif biography of the musician you studied.
2. Neil Armstrong photographed Buzz Aldrin stepping couragously onto the surface of the moon.
3. Unfortunatly, there are several scratches on the new piano.
4. Sometimes called the Sheild of David, the Star of David is an ancient symbol.
5. Turkies don't seem interested in eating tomatoes.
6. Native only in China, giant pandas have a diet consisting largly of bamboo shoots.
7. Earlier, the Joneses had asked for a table by the window.
8. Those monkeys are always getting into mischief!
9. There are two tubas and two celloes in this unusual quartet.
10. Leon regrets causeing the argument this morning.

EXERCISE B In each of the following sentences, underline the misspelled word or words. (Some sentences have more than one misspelled word.) Above each misspelled word, write the word correctly.

Example 1. My ^{neighbor's}nieghbor's dog thinks I am his new best friend; he ^{follows}followes me everywhere.

11. Niether Jeff nor Jason is related to Jeremiah.
12. Tonight we are supposed to read the foreword, introduction, and first two chapters of the book.
13. Aren't those the most adoreable kittens you've ever seen?
14. My homework is manageable, but I could have planed my schedule more carefully.
15. The captain's courage and calmness inspirred the sailors.
16. The geoses on my grandparents' farm are almost as large as the turkies.
17. Rod, Geraldo, and Dorothy are singing solos in the performance tonight.
18. How many bushels of potatos did you harvest this year?
19. If I had three wshs, my first wish would be for piece on earth.
20. This is a fascinateing book; you should read it when I'm done.

Spelling B

EXERCISE A On the lines provided, write the plural form of each of the following words.

Example 1. mouse mice

- | | |
|------------------|----------------------|
| 1. woman _____ | 11. tax _____ |
| 2. box _____ | 12. strawberry _____ |
| 3. salmon _____ | 13. excess _____ |
| 4. tomato _____ | 14. begonia _____ |
| 5. Chinese _____ | 15. 1960 _____ |
| 6. radio _____ | 16. dictionary _____ |
| 7. lens _____ | 17. video _____ |
| 8. itch _____ | 18. Gonzalez _____ |
| 9. louse _____ | 19. house _____ |
| 10. deer _____ | 20. city _____ |

EXERCISE B In the following sentences, underline each word that has *ie* or *ei* in it. Then, if the word is misspelled, write the word correctly above it. If the word is already spelled correctly, write C above it.

Example 1. Did some ^Cancient people ^{believe}beleive the sky was a bowl over the earth?

21. My neighbor was releived when his dog came home.
22. I know that the human body needs protien, but I can't remember why.
23. We painted the cieling first, the walls next, and all the woodwork last.
24. For my last birthday, I recieved two CDs and a gift certificate.
25. Some cooks weigh thier ingredients; others use measuring cups.
26. Late last night we heard a wierd howling sound.
27. Everyone at my school is friendly to new students.
28. My three cats are always getting into mischeif of one kind or another.
29. The frieght trains are often hundreds of cars long.
30. Does anyone know what a "one-horse open sleigh" is?

Words Often Confused

EXERCISE In each of the following sentences, underline the correct word in parentheses.

Example 1. For health reasons, my family often skips (*deserts, desserts*).

1. You may (*already, all ready*) know that Pelé is the nickname of an outstanding Brazilian soccer player.
2. Some Europeans mistakenly believe that Dallas is the (*capital, capitol*) of Texas.
3. The small (*cloths, clothes*) laid on the table were eventually called *place mats*.
4. Daniel and Marcia are first using (*course, coarse*) sandpaper on their bookshelves.
5. Chief Joseph (*led, lead*) many discussions in the interest of lasting peace.
6. A highway detour will (*alter, altar*) our route to town this week.
7. Sandra can't wait to (*brake, break*) a swimming record at the next summer Olympics.
8. Is fruit the (*principle, principal*) snack at schools in Italy, too?
9. This (*passed, past*) winter, the Rodriguez family went skiing in Canada.
10. (*They're, Their*) going to tennis practice this afternoon, so they can't meet us at the skating rink.
11. My sister went to a (*stationery, stationary*) store to order her wedding invitations.
12. In geometry, the intersection of two (*plains, planes*) is a line.
13. The rabbit wriggled (*it's, its*) nose and ears and hopped into the bushes.
14. I'm glad you enjoyed the movie; I liked it, (*to, too*).
15. Her parents are waiting over (*there, their*), on the corner.
16. (*Who's, Whose*) going on the field trip next Wednesday?
17. How did you (*loose, lose*) your house key?
18. Everyone has to (*choose, chose*) a partner for the next project.
19. Should we go to the concert (*altogether, all together*) or arrange a time to meet there?
20. The (*principle, principal*) reason I did so well on the test is that I studied hard.

Spelling and Words Often Confused

EXERCISE In the following passage, many of the underlined words are misspelled or are incorrectly used. If a word or usage is incorrect, write the correct spelling or word above it. If the word is already correct, write C above it.

Example You won't [1] ^{believe}beleive what happened to me this morning!

My sister and I were [1] already halfway out the door when [2] I rememberred that my homework was still lying on the table. What a [3] releif that I remembered! I knew Mr. Mehta, my math teacher, wouldn't [4] except one more excuse from me.

"Hurry! [5] Your late! I'm late, [6] too!" my father called, as he rushed [7] passed us on his way to work. Just at that moment, our dog sped [8] through the open door.

"Oh, no!" my sister moaned. "Now we'll be [9] extremly late!"

"[10] Its your turn to chase him," I said.

"No, it's not!" she [11] argueed. "It's yours, and I don't want to get my [12] cloths dirty."

"Is the dog [13] lose again?" called my mother. "That's the third time this [14] weak."

By that time, I knew we would both have to stop by the [15] principle's office before we went to class. The second bell had probably [16] all ready rung. Just then our [17] neighbor came around the corner, holding the dog by its collar. I [18] lead the dog into the house. Then I turned around and started [19] runing toward school.

"[20] Don't dessert me!" my sister [21] cryed, but I didn't stop. All the way there, I practiced excuses and [22] apologies. How could I ever expect anyone to [23] beleive that my [24] tardy-
ness really was the [25] dogs' fault?

Review A: Usage

EXERCISE A Rewrite the following sentences, correcting errors in the use of modifiers or negative words.

Example 1. The woman stopped to pick up her scarf who was pushing two children in a stroller.

The woman who was pushing two children in a stroller stopped to pick up her scarf.

1. We can't barely imagine a time when no one had radios or televisions.

2. My friend Nita can run the 100-yard dash much more faster than I can.

3. My brother had the worse case of flu in my family.

4. "Don't tell no one about it!" warned Tom.

5. We found the little boy on the slide who had been lost.

EXERCISE B In each of the following sentences, underline the correct form of the verb in parentheses.

Example 1. Each of the children (*want, wants*) a turn on the swing.

6. Neither Hank nor Jesse (*remember, remembers*) the name of the movie.

7. All of the horses (*is, are*) in the corral.

8. The color of the new curtains certainly (*brighten, brightens*) the room.

9. Both Diana and Heidi (*has, have*) entered the essay contest.

10. Most of the apples (*has, have*) already been eaten.

EXERCISE C In the following sentences, underline the correct form of the pronoun in parentheses.

Example 1. If you don't want those grapes, may I have (*it, them*)?

11. She and (*they, them*) were studying in the library.

12. Either Felix or Mark wants to be a marine biologist when (*they, he*) grows up.

13. Was the author of that wonderful short story (*her, she*)?

14. When you're finished with the drawing, could you show it to her and (*I, me*)?

15. Each child must pick up (*their, his or her*) toys before snack time.

Review B: Mechanics

EXERCISE On the lines provided, rewrite each of the following sentences, using capital letters and punctuation where needed and correcting any misspelled or incorrect words.

Example 1. have you read my life with the polar bears the new book by sharons uncle

Have you read My Life with the Polar Bears, the new book by Sharon's uncle?

1. please schedule an appointment with dr thompson the nurse instructed

2. the graduation ceremony is scheduled to begin at 7 30 pm on saturday june 15 2008

3. frank and his two brothers dan and mike like board games movies and sports

4. theirs no need for an argument simply divide the crackers between the two children

5. you will need the following supplies string a candle a glass of water and a stopwatch

6. i dont need to borrow carols book watership down ive brought my own

7. accept for jerry, everyone can come to the party on Friday

8. we shouldnt have forgotten to wear our jackets

9. did she say dont sit on that chair

10. your supposed to be their at six o clock

Review C: Usage and Mechanics

EXERCISE In the following article for the school newspaper, most of the punctuation and capitalization has been left out. The writer has also made errors in usage and spelling. Correct each of the numbered sentences in the article by (1) inserting correct punctuation, (2) circling any letter that should be capitalized but is not, and (3) underlining any misspelled word or incorrect usage and writing the correct word or words above it.

Example [1] the start of a new school year is ^{always} all ways hectic.

[1] students have to cope with all of the following unfamiliar class schedules they're new teachers and more harder subjects [2] in addition to all those things the schools air conditioning system are broken [3] normaly, that wouldn't be much of a problem but its August and we are in the middle of a heat wave [4] the classrooms are so hot that we cant hardly concentrate [5] on tuesday August 19 the temperature were over 95 degrees at 8 00 AM [6] now that's hot

[7] coach smithson remind students that its really important to drink water in hot whether [8] the coach said everyone needs at least eight glass's of water every day [9] dr malkovich our principle has buyed and borrowed fans for the cafeteria and the gym [10] students may eat his or her lunches on the lawn she announced and teachers may hold her classes outside

[11] one of the science classes are all ready meeting outside [12] the students are conducting experiments about heat and light [13] the class even tryed to fry an egg on the sidewalk [14] the drama club will also be rehearsing outside [15] the club president is worried that the clubs opening performance of Youre a good man charlie brown may be delayed [16] she said that the auditorium is one of the hottest rooms in the school

[17] this reporter asked mr bolm the chief of the maintenance staff when will the air condition- ing be fixxed [18] mr bolm's answer was not a releif [19] the repairs will take a week or longer he said

[20] until the air conditioning system is fixed well all just have to try to keep cool and dream about snow

Proofreading Application: Public Announcement

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Correct usage and punctuation is especially important when writing for the public. When your words will be seen by hundreds or even thousands of people, proofreading is critical. Errors that slip by you certainly will *not* slip by your readers. Errors drag down the reputation of a product, a company, a person, or an event.

Sooner or later, you'll write a classified ad, a poster for your club, or some other announcement. Proofread this type of document carefully so that errors cannot threaten your success.

PROOFREADING ACTIVITY

Find and correct the errors in usage and mechanics. Use proofreading symbols to make your corrections.

Example ^{You're}
~~Your~~ invited!

We're having the biggest and bestest Talent Show ever!

Has you ever dreamed of being in the spotlight?

Its your time to shine!

Get out them dancing shoes!

Dust off that old guitar and try and write a hit song!

The Drama Club and the Student Council is accepting applications from performers.

The Talent Show will be held in the auditorium of Lincoln Middle school.

The show begins on March 1 at 7:00 P.M..

Everybody in the school is welcome to audition their act at noon on Saturday, January 12.

Parents and teachers let us hear or see your act!

COMMON ERRORS | Language in Context: Literary Model

—from *All I Really Need to Know I Learned in Kindergarten*
by Robert Fulghum

EXERCISE B Rewrite the first paragraph to eliminate all sentence fragments. That is, whenever you come to a sentence fragment, supply the words that would make it a sentence.

[illegible]

NAME _____

CLASS _____

DATE _____

for CHAPTER 15: CORRECTING COMMON ERRORS **pages 346–81**

Literary Model (continued)

EXERCISE C Using the excerpt as a model, write the beginning of a first-person essay in which an event is portrayed from the perspective of two different living beings (either human or animal). As Fulghum did, use sentence fragments some of the time to make the essay seem more conversational.

EXERCISE D

1. Read your writing in Exercise C aloud. Listen carefully to the effect produced by the sentence fragments. Then, describe that effect.

2. Do you think sentence fragments would be effective in other forms of writing—for example, in book reports, essays, or business letters? Explain your answer.

Writing Application: Debate

Using modifiers can help you communicate how a person, place, thing, or idea relates to something else. For example, if you were to write, “Shelly is the most creative person in the class,” your readers would understand that no one else in the class is as creative as Shelly. However, you should be careful not to overuse modifiers, especially superlatives. Writers who overuse them run the risk of producing writing that may seem insincere. A proper balance of effective modifiers and vivid descriptions will help ensure good writing.

WRITING ACTIVITY

Your speech teacher has announced the topic for the next in-class debate: Is TV a good or bad influence in students’ lives? Argue either that TV is a good influence or that it is a bad influence. As evidence for your points, select a TV show that you know well. Use at least two modifiers in comparative forms and at least two in superlative forms, but don’t let the modifiers take the place of specific examples and reasons.

PREWRITING Choose your side in the debate. Then, think about the TV show you plan to use. List its characters. Recall episodes in which events happen that support your claim about TV’s influence. Write a list of examples that you could use as evidence. Provide as much detail as you can in the prewriting stage so that you can choose the most convincing details for your speech. You may need to watch an episode or two of the show if memory isn’t giving you the specifics you need.

WRITING In a debate, speakers usually state their claims immediately. They don’t make listeners guess. Write a clear thesis statement about TV’s influence. Then, organize your points. In what ways is TV a good or bad influence, and how does the show you have chosen support your points? How you order the points is your decision, but speakers know that listeners will remember longest the last point they hear. Therefore, speakers often save their best, most persuasive point for last.

REVISING Once you have a draft of your speech ready, work it over for strong, direct word choice. A debate is not the time to sound uncertain or apologetic! Write confidently, and get rid of words that weaken your points. Comparatives and superlatives will strengthen your points if you choose them carefully. At this point, you should also check punctuation of the show’s title and of any quoted material.

PUBLISHING Check your speech for mistakes in spelling and punctuation. You don’t want to trip over mistakes while speaking, and your teacher will expect a clean copy of your speech to read. Practice your speech several times so that you can deliver it smoothly.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. Take the other side of the debate, and find evidence to support the opposing viewpoint. This exercise will help you understand the topic more thoroughly; it could also lead to a strong essay on the pros and cons of TV.

Symbols for Revising and Proofreading

Symbol	Example	Meaning of Symbol
≡	I will see you on <u>saturday</u> morning. ≡	Capitalize a lowercase letter.
/	My D og's name is Spot.	Lowercase a capital letter.
^	Do not walk ^{away} from me. ^	Insert a missing word, letter, or punctuation mark.
g	After you go go home, give me a call. g	Leave out a word, letter, or punctuation mark.
U	peice U	Change the order of letters or words.
¶	¶ After you finish the first steps, continue on to the next.	Begin a new paragraph.
o	Dr.Chavez o	Add a period.
^	Yes, I like strawberry smoothies. ^	Add a comma.

Recognizing Fragments

EXERCISE A Decide which of the following word groups are sentence fragments and which are complete sentences. On the line provided, write *S* for a complete sentence and *F* for a fragment.

Examples *F* 1. Like to travel to interesting places.

 S 2. We had been planning this trip for a long time.

_____ 1. Last summer my family went on an interesting vacation.

_____ 2. Traveled to Portland, Oregon.

_____ 3. Because of the city's Rose Festival in June.

_____ 4. The festival was first held in 1907.

_____ 5. Attended many sporting events.

_____ 6. Several parades with amazing floats.

_____ 7. Is also the location of the Rose Garden arena.

_____ 8. Where the Portland Trail Blazers play basketball.

_____ 9. Portland's nickname is the City of Roses.

_____ 10. Why Portland is called the City of Roses.

_____ 11. My brother suggested doing some research.

_____ 12. Also had fun exploring downtown Portland.

_____ 13. It was designed with pedestrians in mind.

_____ 14. Many tree-lined streets.

_____ 15. We crossed each of the city's eight bridges at least once.

_____ 16. Enjoyed the warm days and cool nights.

_____ 17. The weather much cooler than in our hometown of Phoenix.

_____ 18. Could see Mount Hood from many places in Portland.

_____ 19. The beautiful, snowcapped peak glistened.

_____ 20. I hope we go back to Portland one day.

Recognizing Fragments (continued)

EXERCISE B Decide which of the following word groups are sentence fragments and which are complete sentences. On the line provided, write *S* for a complete sentence and *F* for a fragment.

Examples *S* 1. I recently read an interesting book on woodcarving.

 F 2. Learned many facts about the history of woodworking.

21. The book describes how to carve practical items, such as furniture.
22. Woodcarving also a form of artistic expression.
23. Not by all cultures during all historical periods.
24. Woodcarving was unknown in ancient Persia and Babylon.
25. Common in ancient Egypt, for ordinary household items.
26. Royal images and furniture in tombs.
27. From about 700 to 480 B.C., the ancient Greeks sculpted in wood.
28. Eventually came to use bronze and stone for fine works.
29. The Romans also used bronze and stone for sculpting.
30. In northern Europe, wood was used for sculpture.
31. Prows of Viking ships were adorned with woodcarvings.
32. Imaginary beasts and intricate patterns on ships and houses.
33. From the eleventh to the seventeenth centuries, especially in churches.
34. Wood was the most popular material for sculpture in Spain.
35. Woodcarving an important part of Asian art as well.
36. Especially in China, Japan, and Indonesia.
37. Some cultures of the Pacific famous for their carved woodwork.
38. Ceremonial wooden masks in many African cultures.
39. Some American Indians also created wooden masks.
40. Totem poles symbols of families and clans.

Revising Fragments

EXERCISE A Some of the following word groups are sentence fragments; some are complete sentences. If the word group is already a complete sentence, write *S* on the line provided. If the word group is a fragment, revise it by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence. You may also need to change the punctuation and capitalization in your revised sentence.

Example 1. Lisa's birthday coming soon.

Lisa's birthday was coming soon.

1. Sandra a surprise party for Lisa, her best friend.

2. Lisa's mother told Sandra that a party would be fun.

3. To celebrate her birthday with her new friends.

4. Sandra spent several days preparing the party.

5. Mailed out more than twenty invitations.

6. All but two people that they would be able to attend.

7. Promised to keep the party a secret.

8. The cake and decorations the day before the party.

9. Working on the day of the party.

10. Lisa truly surprised and happy.

Recognizing Fragments (continued)

EXERCISE B Some of the following word groups are sentence fragments; some are complete sentences. If the word group is already a complete sentence, write S on the line provided. If the word group is a fragment, revise it by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence. You may also need to change the punctuation and capitalization in your revised sentence.

Example 1. Lies about a thousand miles southeast of Florida.

Puerto Rico lies about a thousand miles southeast of Florida.

11. Puerto Rico is a beautiful island.

12. Puerto Rico in the West Indies.

13. The mountain El Yunque in the Caribbean National Forest.

14. Wild parrots live in a rain forest on El Yunque.

15. If you have never seen a wild orchid.

16. My uncle's farm only a two-hour drive from the national forest.

17. Visited Puerto Rico in June of last year.

18. Exploring the national forest with my aunt and uncle.

19. Mahogany trees for the first time.

20. I heard the song of the small tree frog called the *coquí*.

Identifying and Revising Run-on Sentences

EXERCISE A Decide which of the following word groups are run-ons. Use proofreading marks to revise each run-on by (1) making it into two separate sentences or (2) using a comma and a coordinating conjunction. You may have to change the punctuation and capitalization, too. If the word group is already correct, write C on the line provided.

Examples _____ 1. Choosing a career can be hard, ^{but} having a role model makes it easier.

_____ 2. A role model might be a relative, ^y mine is.

- _____ 1. When I was eight years old, most of my friends wanted to be firefighters I wanted to be an archaeologist.
- _____ 2. My grandmother inspired me, she is an archaeologist.
- _____ 3. She has worked on many sites, including the remains of the Jamestown settlement in Virginia.
- _____ 4. My grandmother is also a good storyteller, she has told some amazing stories about her work.
- _____ 5. She vividly described the team's discovery, the skeleton of a man in his twenties who had been buried at the settlement about four hundred years earlier.
- _____ 6. The team dug up more than 100,000 objects they found swords, jewelry, and seventeenth-century coins.
- _____ 7. History fascinates me, one day I would like to dig up something that has been buried for hundreds of years.
- _____ 8. Next summer, I'm going to be a volunteer at the excavation site of an early pioneer settlement.
- _____ 9. My grandmother arranged for me to be on the dig she will be there, too.
- _____ 10. The dig is in North Carolina the work will be great experience for me.

Identifying and Revising Run-on Sentences (continued)

EXERCISE B Decide which of the following word groups are run-ons. Use proofreading marks to revise each run-on by (1) making it into two separate sentences or (2) using a comma and a coordinating conjunction. You may have to change the punctuation and capitalization, too. If the word group is already correct, write C on the line provided.

Examples _____ 1. Fashions change with time, and styles vary from place to place.

_____ 2. Even human features are subject to fashion, the beard is a good example.

_____ 11. Although men have always been able to grow facial hair, beards have not always been in fashion.

_____ 12. Among many ancient peoples, the beard was looked upon as a sign of strength removing it was a form of punishment.

_____ 13. Ancient Egyptian men, however, shaved their beards they let them grow only when they were mourning someone's death.

_____ 14. During some periods of history, it was fashionable to be cleanshaven when the ruler was, this practice happened in both France and Spain.

_____ 15. During other periods and in other countries, such as eighteenth-century Russia, the ruler dictated that men had to shave.

_____ 16. While Queen Elizabeth I was on the English throne, beards were very popular the noblemen were especially fond of them.

_____ 17. Facial hair continued to be fashionable in England until about 1660, by the eighteenth century beards were no longer popular.

_____ 18. As the eighteenth century ended, beards once again gained popularity.

_____ 19. Nowadays, fashion is more relaxed, being bearded and being cleanshaven are both fashionable.

_____ 20. I prefer the cleanshaven look my father wears a beard because shaving irritates his skin.

Identifying and Revising Stringy Sentences

EXERCISE A Decide which of the following sentences are stringy. Use proofreading marks to revise each stringy sentence by breaking it into two or more sentences. If an item is already correct, write C on the line provided.

Example _____ 1. Bird-watching is a great way to see many kinds of birds in their natural environment, and you don't have to go very far to do so, and I go to a wildlife sanctuary just outside town.

- _____ 1. My uncle Raymond loves bird-watching, and once a month, I go on a nature walk with him, and he tells me about the birds in our area.
- _____ 2. We don't take along much equipment because all we need is a pair of binoculars, a field guide to the birds, and a notebook in which we write our sightings.
- _____ 3. We go to the bird sanctuary, and it's about three miles from my house, and it covers forty square miles.
- _____ 4. The best time to go bird-watching is just after sunrise, and my uncle picks me up in his truck, and most of the people in my neighborhood are still sleeping.
- _____ 5. Uncle Raymond is concerned about the environment, and bird-watching is just one way that he shows his interest in the natural world.
- _____ 6. He goes backpacking in wilderness areas, and he goes cross-country skiing in the winter, and he also belongs to four different environmental organizations.
- _____ 7. Birds respond to their environment, and a small change in their world can greatly affect their habits.
- _____ 8. We watch animals other than birds, and one Saturday, Uncle Raymond spotted a chipmunk, and another time, I noticed a doe and her fawn behind a tree, and we always see a lot of butterflies and moths.
- _____ 9. Last time I saw baby robins in their nest, and there were four babies, and an adult bird was feeding them.
- _____ 10. After our walk, Uncle Raymond and I go to my house, and we look up each bird in a guide, and we show my parents pictures of the birds we saw.

Identifying and Revising Stringy Sentences (continued)

EXERCISE B Decide which of the following sentences are stringy. Use proofreading marks to revise each stringy sentence by breaking it into two or more sentences. If an item is already correct, write C on the line provided.

Example _____ 1. Most people would not think that a diving suit could save a cathedral, and the truth is that such a thing has happened, and William Walker is to thank for it.

- _____ 11. A huge stone building does not seem likely to sink, and in 1905, England's Winchester Cathedral certainly looked solid, and it had stood for over nine hundred years.
- _____ 12. Christians had been worshipping in Winchester Cathedral since it was built more than nine hundred years ago in England.
- _____ 13. However, Winchester Cathedral was sinking into a bog, and the cathedral had been built on a bed of underwater peat, and the peat was formed from decaying plants.
- _____ 14. Someone needed to dig out the peat and replace it with something more solid, but underwater peat was difficult to reach, and an inventive approach was needed.
- _____ 15. William Walker was recruited, and Walker was an experienced deep-sea diver, and his diving suit allowed him to spend long periods of time underwater.
- _____ 16. For years, visitors to the cathedral saw a man wearing a diving suit, and Walker put on his 200-pound suit each day, and then he worked underwater for six hours.
- _____ 17. He dug out the peat and put in 25,000 sacks of concrete, 115,000 concrete blocks, and roughly a million bricks.
- _____ 18. Walker finished in 1912, and a service was held to give thanks for the restoration, and King George V then thanked Walker for his work.
- _____ 19. Walker's skill and hard work paid off, and he saved one of England's finest cathedrals, and now many more visitors can enjoy this historic monument.
- _____ 20. Now you know how a diving suit saved Winchester Cathedral.

Active and Passive Voice

EXERCISE A On the lines provided, tell whether the verb in each of the following sentences is in the *active voice* or the *passive voice*. Then, revise each sentence that is in the passive voice so that it is in the active voice.

Example 1. Has that room been cleaned by Ruben?

passive—Has Ruben cleaned that room?

1. The dog was given a bath by Dad.

2. Was the lamp in the living room broken by Sally?

3. Next week, Isabel will return the books to the library.

4. The desk was moved by Mom yesterday.

5. I have been reading this book for two weeks.

6. Did you see the evening news?

7. That drawing on the refrigerator was made by Claire.

8. At the end of the year, the house will be painted by the family.

9. The key has been on the table all day.

10. Have the pictures been developed by the photo shop?

Active and Passive Voice (continued)

EXERCISE B On the lines provided, tell whether the verb in each of the following sentences is in the *active voice* or the *passive voice*. Then, revise each sentence that is in the passive voice so that it is in the active voice.

Example 1. Has the project been discussed by the students?

passive—Have the students discussed the project?

11. A squirrel has been living in our oak tree for several years.

12. Teresa was praised by Mrs. Johnson for her essay.

13. Several old books were bought by the visitors at the used-book store.

14. Have all of your friends been invited to the party by you?

15. From the top of the hill, we were able to see our house and our school.

16. Stacey was made captain of the team by the coach.

17. Will Dena be taking Spanish next year, too?

18. At the next class, the homework assignments will be collected by Mr. Tillman.

19. The group was taken to the rose gardens by the tour guide.

20. Have Carlton and Alex been chosen by the principal to represent the school?

Review A: Fragments, Run-ons, and Stringy Sentences; Active and Passive Voice

EXERCISE A The following word groups are sentence fragments, run-ons, stringy sentences, or passive voice sentences. On the lines provided, revise each fragment, run-on, or stringy sentence to make it clear and complete. Revise each passive voice sentence to make it an active voice sentence. Remember to add correct punctuation and capitalization. If a sentence is already correct, write C on the line.

Example 1. In Mexico many beautiful sites. In Mexico there are many beautiful sites.

1. If you are in Mexico, be sure to visit Xochimilco it is near Mexico City. _____

2. Famous for the floating gardens on Lake Xochimilco. _____

3. On the lake, the Aztecs and other American Indians built these gardens, called *chinampas*.

4. The gardens do not actually float they are small, artificial islands. _____

5. They were made by farmers from layers of vegetation and mud taken from the lake. _____

6. Farmers sprouted seeds on rafts made of rushes, and they moved the rafts where they needed them, and the farmers then transplanted plants to the gardens. _____

7. No one watered the *chinampas* the gardens got all the water they needed from the lake. _____

8. Vegetables, as well as flowers, were raised by the Aztecs on these fertile garden islands. _____

9. Helped feed the growing population of an expanding empire. _____

10. Some *chinampas* still exist, and flowers and other crops grow on them, and families enjoy them as quiet places to picnic and relax. _____

Review A (continued)

EXERCISE B The following word groups are sentence fragments, run-ons, stringy sentences, or passive voice sentences. On the lines provided, revise each fragment, run-on, or stringy sentence to make it clear and complete. Revise each passive voice sentence to make it an active voice sentence. Remember to add correct punctuation and capitalization. If a sentence is already correct, write C on the line.

Example 1. Many cultures have fairy tales, and these fairy tales pass from one generation to the next, and they become important parts of the culture. _____

Many cultures have fairy tales, and these fairy tales pass from one generation to the next. They become important parts of the culture.

11. Fairy tales from two very different cultures sometimes surprisingly similar. _____

12. “Cinderella” is a German fairy tale “Yeh-Shen” is a fairy tale from China. _____

13. When one compares “Cinderella” and “Yeh-Shen,” the two stories are quite similar. _____

14. In the German fairy tale, a stepdaughter is not allowed by a stepmother to go to a ball. _____

15. However, a fairy godmother grants the young woman’s wish to attend, and she goes to the ball, and she wears the beautiful clothes and glass slippers that her fairy godmother gives her. _____

16. She leaves the ball in a hurry and a slipper that she loses leads a prince to her. _____

17. In “Yeh-Shen,” a mistreated stepdaughter is not allowed to go to a festival an old man teaches her how to wish on magic fish bones. _____

18. The fish bones give her beautiful clothes and slippers she wears them to the festival. _____

19. Leaves in a hurry, and on the way home, she loses one slipper. _____

20. The stories are very similar, and they are probably two versions of the same tale, and there are nearly seven hundred other versions of the tale. _____

Combining Sentences by Inserting Words

EXERCISE A Each of the following items contains two sentences. Combine the two sentences by taking the underlined key word from one sentence and inserting it into the other sentence. The directions in parentheses will tell you how to change the form of the key word if you need to do so. Use carets to show where you are inserting words. When you are finished, draw a line through the unused sentence.

Example 1. I like to hear stories about ^{historical} places around the world. ~~I like stories about places with a history.~~ (Change *y* to *i*, and add *-cal.*)

1. Last fall my aunt went on tours of palaces in England. The tours were incredible.
2. She was fascinated by the palace called Hampton Court in London. Her fascination was extreme. (add *-ly*.)
3. Cardinal Thomas Wolsey began construction on the palace in the 1500s. He began construction in the early part of the 1500s.
4. The palace later became the residence of King Henry VIII. It was his favorite residence.
5. Henry VIII began the garden at Hampton Court. The garden was a showplace.
6. One feature of Hampton Court is the garden hedge that forms a maze. This feature is interesting.
7. The maze was planted in 1702 by another king. His name was William III.
8. The maze is formed by hedges. The hedges are clipped.
9. The palace grounds are magnificent. A path called the Broad Walk runs for half a mile through the palace grounds.
10. The palace is a beauty. My aunt encouraged me to visit this palace one day. (Change *y* to *i*, and add *-ful*.)

Combining Sentences by Inserting Words (continued)

EXERCISE B Each of the following items contains two sentences. Combine the two sentences by taking the underlined key word from one sentence and inserting it into the other sentence. The directions in parentheses will tell you how to change the form of the key word if you need to do so. Use carets to show where you are inserting words. When you are finished, draw a line through the unused sentence.

Example 1. The United States has set aside ^{various} sites as national parks. ~~The sites vary.~~ (Change *vary* to *various*.)

11. In July I went to a national park. It was an impressive place.
12. Carlsbad Caverns National Park has a system of caves with rock formations on the floors and ceilings. The caves are underground.
13. The parklands in the National Park System include parks, monuments, and historic sites. All of these places—whether they are parks, monuments, or historic sites—are noteworthy.
14. An especially interesting national park, the Petrified Forest, has tree trunks that have turned to stone because they are millions of years old. The tree trunks are multicolored.
15. Known for its species of birds, Everglades National Park is a good place to visit. This park has many different bird species for visitors to see.
16. Mesa Verde National Park preserves ruins of hundreds of Pueblo dwellings, some of which are more than twelve centuries old. These ancient living quarters were built into cliffs.
(Change *cliffs* to *cliff*.)
17. The environment of Death Valley is extreme. Scientists and visitors like to learn about the environment of Death Valley, which is the lowest, hottest, and driest part of North America.
18. Fort Sumter National Monument, which marks the fort where the Civil War began, can be reached by boat. The fort itself has been modified.
19. The Statue of Liberty's torch is enormous. One of America's most famous national monuments is the Statue of Liberty whose torch is nearly thirty feet tall.
20. Visited by French and Spanish health seekers in the 1700s, the springs of Hot Springs National Park have an average temperature of 143 degrees Fahrenheit. The springs are natural.

Combining Sentences by Inserting Word Groups

EXERCISE A Combine each of the following pairs of sentences by taking the underlined word group from one sentence and inserting it into the other sentence. Use a caret to show where you are inserting words. Then, add commas or change capitalization where needed. When you are finished, draw a line through the unused sentence.

Example 1. *My best friend,* Marta reported on a great story called “The People Could Fly. ~~Marta is my best friend.~~

1. She read the story in a book. It was a book of American folk tales.
2. Virginia Hamilton retold the tale. She is the granddaughter of a man who had escaped slavery in Virginia.
3. A young enslaved woman named Sarah is not permitted to stop working to feed her crying baby. This event happens in the folk tale.
4. Sarah is exhausted and desperate. She can no longer tolerate the harshness of her life.
5. Toby is an older man who works with Sarah. Toby helps her by chanting words that make her fly away with her baby.
6. The next day a young man who is working falls sick from the heat. He is working in the fields.
7. Toby repeats the chant, and the young man flies away. The chant is from Africa.
8. Marta told us that we had to read the story to find out whether all the enslaved workers fly away. They fly away to freedom.
9. Virginia Hamilton has written other books in which she retells American folk tales. The folk tales are from the deep South.
10. Marta and I are going to the library this weekend. Marta and I are going to the library to find folk tales similar to “The People Could Fly.”

Combining Sentences by Inserting Word Groups (continued)

EXERCISE B Combine each of the following pairs of sentences by taking the underlined word group from one sentence and inserting it into the other sentence. Use a caret to show where you are inserting words. Then, add commas or change capitalization where needed. When you are finished, draw a line through the unused sentence.

Example 1. I just read a book about ^{my favorite artist,} Vincent van Gogh. ~~He is my favorite artist.~~

11. Are you familiar with the paintings of Vincent van Gogh? He was a nineteenth-century Dutch artist.
12. Vincent van Gogh was born near Brabant. He was the son of a minister.
13. He expressed great emotion in his work. He did this by using intense colors and exaggerated lines.
14. One of his most famous paintings uses deep blues and yellows. It is called *The Starry Night*.
15. The stars are surrounded by heavy, circular brushstrokes. The stars are above a quiet village.
16. Van Gogh painted *Potato Eaters* in 1885 when he was a preacher. He was inspired by the Belgian peasants among whom he lived.
17. In 1886, he went to Paris to live. He lived with his brother Théo, an art dealer.
18. From the time he left Paris until his death in 1890, he wrote more than 700 letters. He wrote the letters to his brother.
19. The letters are an art historian's dream. These letters provide documentation of some 750 paintings and 1,600 drawings that van Gogh created in his short lifetime.
20. His pictures were not considered valuable in his lifetime. His pictures are auctioned today at high prices.

Combining Sentences by Joining Subjects and Verbs

EXERCISE A Use *and*, *but*, or *or* to combine each of the following pairs of sentences. If the sentences have the same verb, make one sentence with a compound subject. If the sentences have the same subject, make one sentence with a compound verb. The hints in parentheses will help you. Write your answers on the lines provided.

Example 1. North Carolina borders Tennessee. Kentucky borders Tennessee. (Join with *and*.) *North Carolina and Kentucky border Tennessee.*

1. Northern states have diverse environments. Southern states have diverse environments. (Join with *and*.) _____
2. You can explore a swamp in Florida. You can go to a beach in Florida. (Join with *or*.) _____
3. Michigan is home to American Indian burial grounds. Illinois is home to American Indian burial grounds. (Join with *and*.) _____
4. Visitors to Texas can walk through pine forests. Visitors to Texas can explore sand dunes. (Join with *or*.) _____
5. Sequoia trees are found in California. Sequoia trees are not found in North Dakota. (Join with *but*.) _____
6. California borders the Colorado River. Nevada borders the Colorado River. (Join with *and*.) _____
7. Tourists visiting Maine can ski in the winter. Tourists visiting Maine can go sailing in the summer. (Join with *or*.) _____
8. Georgia has popular beaches. Texas has popular beaches. (Join with *and*.) _____
9. Utah has deserts and ski resorts. Arizona has deserts and ski resorts. (Join with *and*.) _____
10. You can fish through the ice in Minnesota in the winter. You can cross-country ski in Minnesota in the winter. (Join with *or*.) _____

Combining Sentences by Joining Subjects and Verbs (continued)

EXERCISE B Use *and*, *but*, or *or* to combine each of the following pairs of sentences. If the sentences have the same verb, make one sentence with a compound subject. If the sentences have the same subject, make one sentence with a compound verb. The hints in parentheses will help you. Write your answers on the lines provided.

Example 1. To do well in school, you should stay healthy. To do well in school you should get enough sleep. (Join with *and*.) To do well in school, you should stay healthy and get enough sleep.

11. Getting enough exercise will help you stay healthy. Eating vitamin-rich foods will help you stay healthy. (Join with *and*.) _____
12. Vitamin D regulates the absorption of calcium. Vitamin D helps prevent bone disorders. (Join with *and*.) _____
13. To get vitamin D, you can eat eggs, fish, and dairy products. To get vitamin D, you can enjoy a few minutes in the sunshine. (Join with *or*.) _____
14. Vitamin C is essential. Vitamin C cannot be stored in the body. (Join with *but*.) _____
15. Most fruits and vegetables contain vitamin C. Most fruits and vegetables lack vitamin B12. (Join with *but*.) _____
16. Tomatoes are a good source of vitamin C. Citrus fruits are a good source of vitamin C. (Join with *and*.) _____
17. A person with a vitamin A deficiency may have skin problems. A person with a vitamin A deficiency may develop night blindness. (Join with *or*.) _____
18. Eggs are rich in vitamin A. Milk products are rich in vitamin A. (Join with *and*.) _____
19. Nuts are good sources of vitamin E. Leafy vegetables are a good source of vitamin E. (Join with *and*.) _____
20. Deficiencies in vitamin K can cause problems with blood clotting. Such deficiencies rarely occur in humans. (Join with *but*.) _____

Combining Complete Sentences

EXERCISE A The following pairs of short, choppy sentences need improving. Use editing marks to combine each pair into one sentence by using the connecting word given in parentheses. Be sure to change the capitalization and punctuation where necessary.

Example 1. Each student in our class is giving a report on a different country. I chose New Zealand as my topic. (Join with *and*.)

1. New Zealand is made up of two main islands. It also includes many small islands. (Join with *and*.)
2. New Zealand has two kinds of native bats. It has no snakes. (Join with *but*.)
3. All New Zealanders between the ages of six and fifteen must attend school. Those who choose to attend school between the ages of sixteen and nineteen do not have to pay for this education. (Join with *and*.)
4. Visitors to New Zealand can see hot springs on the North Island. They can tour glaciers on the South Island. (Join with *or*.)
5. You might not expect a glacier and a rain forest to exist right next to each other. One place in New Zealand has a glacier that flows into a rain forest. (Join with *but*.)
6. Most places in this country are within view of hills or mountains. All places in New Zealand are within 80 miles of a coastline. (Join with *and*.)
7. If I were to visit New Zealand, I'd like to see a cricket game. Perhaps my first priority would be to see a rugby game. (Join with *or*.)
8. The majority of New Zealand's citizens are of European descent. The first settlers in the country were Polynesian. (Join with *but*.)
9. About four hundred earthquakes occur in New Zealand every year. Nearly three fourths of these earthquakes are so mild that they are not even felt. (Join with *but*.)
10. New Zealanders support equal rights for all citizens. In 1893, New Zealand became the first nation in the world to allow women to vote. (Join with *and*.)

Combining Complete Sentences (continued)

EXERCISE B The following pairs of short, choppy sentences need improving. Use editing marks to combine each pair into one sentence by using the connecting word given in parentheses. Be sure to change the capitalization and punctuation where necessary.

Example 1. Lorenzo went to the library. ~~A~~^{g and} few other students from his science class were there.
(Join with *and*.)

1. Lorenzo was doing research on the scientist Dian Fossey. The librarian recommended that he read Fossey's book *Gorillas in the Mist*. (Join with *and*.)
12. Gorillas had long been considered violent and aggressive. Fossey's studies of them indicated that they are gentle and social. (Join with *but*.)
13. An American scientist's observations about gorillas had inspired Fossey. Fossey traveled to Africa in 1963. (Join with *and*.)
14. Fossey's observations required patience. Over time she came to know each gorilla that inhabited her study area. (Join with *but*.)
15. Fossey knew she had to observe the gorillas quietly and patiently. She might frighten them if she were impatient. (Join with *or*.)
16. Her study site became world famous. She established a research center there in 1967. (Join with *and*.)
17. Fossey earned a college degree in 1954 and worked at a children's hospital for several years. She later decided to earn a Ph.D. in zoology, the study of animals. (Join with *but*.)
18. The habitats of the only surviving mountain gorillas must be protected. These animals could become extinct. (Join with *or*.)
19. Lorenzo found these facts interesting. He included them in his report. (Join with *and*.)
20. Lorenzo could use drawings of gorillas in his research presentation. Photos of Fossey and the gorillas she studied might be more effective. (Join with *but*.)

Combining Sentences by Using Subordination

EXERCISE A The following pairs of short, choppy sentences need improving. Use editing marks to make each pair into one sentence by using the connecting word given in parentheses. Be sure to change the capitalization and punctuation where necessary. When you are finished, draw a line through the unused sentence.

Example 1. My aunt Julia, *whose home is in North Carolina,* enjoys her job as an ecologist. ~~Aunt Julia's home is in North Carolina.~~
(*whose*)

1. I hope to be an ecologist one day. I joined my school's environmental club. (*because*)
2. Ecologists study the environment. People can live well without losing environmental resources. (*so that*)
3. Last fall the club's president organized several fundraisers. The club's president wanted to go on a three-day field trip. (*who*)
4. We chose Everglades National Park as our destination. Everglades National Park has a variety of plants and animals. (*which*)
5. We made the trip. Each member gave a presentation about some aspect of the park's ecology. (*before*)
6. On the bus trip I sat next to Rosa. Rosa is my lab partner. (*who*)
7. Some students took a canoe trip down the park's Wilderness Waterway. Others took long hikes. (*while*)
8. I had never seen one before. I immediately recognized the white heron when I saw it. (*although*)
9. I spent hours making sketches of birds. I created a series of watercolors. (*after*)
10. You are interested in joining a club. You should get involved. (*if*)

Combining Sentences by Using Subordination (continued)

EXERCISE B The following pairs of short, choppy sentences need improving. Use editing marks to make each pair into one sentence by using the connecting word given in parentheses. Be sure to change the capitalization and punctuation where necessary.

Example 1. Ella's cousin enjoys learning facts about the Olympic games. Olympians often have unusual and interesting stories. (*because*)

11. Carl Lewis is a particularly memorable athlete. He is the only man who has repeated as long jump champion. (*because*)
12. Romanian gymnast Nadia Comaneci won three gold medals at the 1976 Olympic games. She was the first competitor to receive a perfect score on an Olympic gymnastic event. (*who*)
13. The purpose of the Olympics is to allow individuals to compete. The International Olympic Committee does not keep official tallies of the medals won by different nations. (*because*)
14. Most Olympic sports divide competitions between men and women. Horseback riding and some yachting events can have men and women on the same team. (*although*)
15. Nearly 100 more nations compete in the Summer Games than compete in the Winter Games. The Winter Games is a smaller event. (*which*)
16. Each Olympics is held in its host city. Runners and volunteers from around the world spend four weeks carrying the Olympic torch from Greece to the host city. (*before*)
17. Alberto Juantorena of Cuba won the 400- and 800-meter races in the 1976 Olympics. No runner had ever achieved this feat. (*until*)
18. American Eric Heiden won all five men's speed-skating events at the 1980 Olympics. He also broke Olympic records in all five of these events. (*when*)
19. East German swimmer Kristin Otto won six gold medals in the 1988 Olympics. She broke a women's Olympic record. (*as soon as*)
20. Each Olympic athlete competes in a certain uniform. The uniform is provided by his or her country. (*that*)

Review B: Revising a Paragraph by Combining Sentences (continued)

EXERCISE B The following paragraph sounds choppy because it has too many short sentences. Using the methods you have learned, combine some of the sentences to make the paragraph read more smoothly.

Example I have been reading an interesting book about John Muir. John Muir was one of the early supporters of the idea of a national park system. *I have been reading an interesting book about John Muir, one of the early supporters of the idea of a national park system.*

Have you been to Yosemite National Park? Have you heard about Yosemite National Park? The U.S. Congress created this park in 1890. It is a magnificent park. It was created largely because of the efforts of John Muir. John Muir was the founder of the Sierra Club. Muir was born in Scotland in 1838. His family moved to Wisconsin. The family moved when he was eleven years old. In 1867, he suffered an eye injury. The eye injury left him temporarily blind. He regained his sight. He regained it after a month of blindness. Then he decided to devote his energies to enjoying nature. He walked a thousand miles. He walked from Indianapolis, Indiana, to the Gulf of Mexico. In 1868, he settled in California. He settled in the Yosemite Valley. He herded sheep in Yosemite. He came to love the region that he would later help to preserve.

Review C: (continued)

EXERCISE B The following paragraph is hard to read because it contains sentence fragments, run-on sentences, and choppy and stringy sentences. Rewrite the paragraph to correct these errors and make the paragraph read more smoothly.

Example In the early part of the twentieth century, working conditions for many United States factory workers were unhealthy. The working conditions were dangerous. *In the early part of the twentieth century, working conditions for many United States factory workers were unhealthy and dangerous.*

Alice Hamilton is a prominent figure in the history of medicine in the United States, her efforts led to safer workplace conditions for Americans. Hamilton was born in 1869 in New York City into a well-to-do family. She was actually raised in Indiana. When her father's business failed. Hamilton realized she would have to earn her own living. She decided to study medicine. She became a professor of pathology, the study of diseases. She became a professor of pathology in 1897. In Chicago she worked at Hull House. Hull House was a famous settlement house where immigrants and poor people received assistance. Hamilton ran a clinic, and in the clinic she saw an increasing number of lead poisoning cases, and she became concerned. Because lead poisoning was a serious problem for many industrial workers, Hamilton began to investigate poisonous substances used in American factories. She conducted a statewide survey of industrial poisons in Illinois in 1908. In 1911, began a national survey of occupational diseases. As a result, by the late 1930s, all states had laws that required job-related safety measures. In 1919, Hamilton became the first woman faculty member of Harvard University, and she was named professor of industrial medicine, and while she was at Harvard, she worked with companies to correct workplace practices that were harmful to employees.

Chapter 1: The Sentence, pp. 1–23

Choices: Using Your Sentence Sense, p. 1

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Sentences and Sentence Fragments A, p. 2

EXERCISE

- | | |
|-------|--------|
| 1. S | 11. SF |
| 2. SF | 12. S |
| 3. SF | 13. SF |
| 4. SF | 14. SF |
| 5. S | 15. S |
| 6. S | 16. SF |
| 7. SF | 17. S |
| 8. SF | 18. SF |
| 9. S | 19. S |
| 10. S | 20. SF |

Sentences and Sentence Fragments B, p. 3

EXERCISE A

- | | |
|-------|-------|
| 1. SF | 6. SF |
| 2. S | 7. SF |
| 3. S | 8. SF |
| 4. SF | 9. SF |
| 5. S | 10. S |

EXERCISE B

Answers will vary. Sample answers are given.

- After the football game, we all went home happy.
- Our club gave the school a donation.
- Standing by the mailbox was my brother, who was waiting for a letter.
- Do you think that Terry really will become a firefighter?
- Will you kids stop jumping up and down!

Sentences and Sentence Fragments C, p. 4

EXERCISE

Answers will vary.

- My neighbor Flo, a dancer, studied ballet in Paris.
- Waiting for the bus is usually boring.
- Cutting the apple into four pieces, Tim gave each of his friends a part.
- Let's give Len's new puppy a bath.
- After the soccer match, we went out for pizza.
- Mother said that she sent the postcards yesterday.
- Oh, no! It looks as though both hamsters have escaped!
- They often spend Saturday afternoon jogging in the park.
- Beneath the surface, whales played.
- Did Maggie do the dishes before she left?

Simple Subjects and Complete Subjects, p. 5

EXERCISE A

- Young Helen Keller could not see, hear, or speak.
- Didn't a serious illness cause her disabilities?
- Helen's father hired Anne Sullivan, a teacher from Boston.
- Ms. Sullivan used the sense of touch to communicate with Helen.

5. The Miracle Worker was a play and movie about Anne Sullivan and Helen Keller.
6. In 1904, Keller graduated from Radcliffe College.
7. Her college classes were interpreted for her by Anne Sullivan.
8. The problems of sightless people were a concern to Keller.
9. After college she worked for the American Foundation for the Blind.
10. Many people with disabilities have been inspired by Helen Keller's achievements.

EXERCISE B

11. At first Louis Braille's dot system was not officially accepted.
12. Eventually Braille's system won acceptance all over the world.
13. Braille is a code of raised dots on paper.
14. Different arrangements of dots stand for the alphabet, punctuation marks, and numbers.
15. Sightless people can run their fingers along the dots.
16. Since the early 1960s, the process of making braille books has been improved with computers.
17. First, the text is typed into a computer.
18. The computer automatically translates the words into braille.
19. Then the raised braille figures are transferred onto metal plates or paper.
20. Have you ever seen a braille book?

Simple Predicates and Complete Predicates, p. 6

EXERCISE A

1. Sea turtles face many dangers.
2. They can't withdraw into their shells for protection.
3. Size and swimming speed are their only defenses.
4. Shrimp boats can snag turtles in nets.
5. Sometimes other animals dig up the turtles' eggs for food.
6. People have also used turtle meat and eggs for food.
7. Volunteers are protecting the fragile eggs of the sea turtle.
8. The efforts of the volunteers may save the sea turtle from destruction.
9. Turtle preserves have been established in certain areas.
10. Do some countries protect rare turtle species?

EXERCISE B

11. Ida B. Wells was born into slavery in 1862 in Holly Springs, Mississippi.
12. She participated in the establishment of the National Association for the Advancement of Colored People.
13. She had taught school to her younger brothers and sisters after her parents' death.
14. As a journalist, Ms. Wells raised public awareness of African American issues.
15. Ida B. Wells was active in the women's suffrage movement.

Verb Phrases, p. 7

EXERCISE A

1. We have traveled to Elie's home in Cairo, Egypt.
2. Egypt is situated in the northeastern section of Africa.
3. We couldn't wait for our first tour of the country.
4. The ancient wonders of Egypt have been preserved.
5. Elie has been teaching us Egyptian history.
6. Tomorrow we will go to Pharaonic Village.
7. Daily life in ancient Egypt is reenacted there.
8. You can dress in the clothing of an Egyptian pharaoh.
9. Perhaps someone will take your picture.
10. Don't forget your camera.

EXERCISE B

11. From about 1290 to 1224 B.C., Ramses II was pharaoh of Egypt.
12. Ramses II is known as Ramses the Great.
13. The preparation of Ramses' body for burial may have taken seventy days.
14. Scientists have conducted tests on the mummy of Ramses.
15. What did the scientists learn?
16. The pharaoh's health couldn't have been too poor.
17. The reign of Ramses lasted more than sixty years.
18. For three thousand years his mummy has survived.

19. Some ancient mummies can be found in museums.
20. New airtight cases have been developed for their protection.

Simple and Complete Subjects and Predicates A, p. 8

EXERCISE A

1. Thousands of people went to the parade last night.
2. Those amazing acrobats are members of the same family.
3. Have you ever seen so many beautiful horses?
4. On my seat lay a pamphlet about the history of our city.
5. Who was your favorite performer?

EXERCISE B

For the purposes of this exercise, can clean is an acceptable answer for the simple predicate in number 13.

6. My younger brothers are always working on some kind of project.
7. They both hope for a career in chemistry.
8. Sometimes my brothers go into the basement and shut the door.
9. They stay busy for hours.
10. Most of the time their projects are really messy.
11. For example, one time they mixed butter and ink.
12. They have never done anything dangerous.
13. They can clean the basement themselves.
14. My mother once hosed them off in the front yard.
15. How dirty their clothes get!

Simple and Complete Subjects and Predicates B, p. 9

EXERCISE A

1. Are your friends coming with us tomorrow?
2. Those swimmers practice for hours every day.
3. Next year, my uncle will be driving his truck to Alaska.
4. The rainy weather must have caused floods in the city.
5. The biology class finally finished the experiment.

EXERCISE B

6. Would you join us for lunch tomorrow?
7. Inside the birdhouse were two speckled eggs.
8. James usually makes his bed before breakfast.
9. You will find your coat behind that door.
10. The light of the moon shone through the clouds.
11. During the campaign, we worked hard for our candidate.
12. Has your brother seen the dinosaur bones at the museum?
13. In one room we saw several complete skeletons.
14. The man in the blue baseball cap is my father.
15. We listened to scary stories at the campout.

Compound Subjects, p. 10

EXERCISE A

1. Moose and elk are the largest members of the deer family.

2. Before dinner, Michael or Pierre will set the table.
3. Blue, green, and violet are cool colors.
4. Tigers and cheetahs belong to the cat family.
5. Mr. Itoh and Mr. Evans plan to climb Mount Everest next year.
6. Edward, Christy, and Chang won prizes in the science fair.
7. Either Tanya or Cam will play the part of Dorothy.
8. During Hurricane Hugo, rain and wind battered the coast.
9. Did Beethoven or Haydn write the *Moonlight Sonata*?
10. Cardinals and bluebirds have bright, colorful feathers.

EXERCISE B

Answers may vary.

11. Cork, rubber, and yarn are used to make baseballs.
12. The flapping shutter and the howling wind frightened the dog.
13. Jasmine or Anna may win the race.
14. Baseball and tennis are favorite sports of mine.
15. Copper, tin, and nitrates are mined in the Andes.

Compound Verbs, p. 11

EXERCISE A

1. On the job, police dogs obey and react quickly.
2. In the Swiss Alps, Saint Bernards locate and assist people in snowstorms.
3. German shepherds serve as guide dogs and help sightless people.

4. Dogs can offer companionship and provide protection.
5. A dog's bark may frighten burglars or awaken families in case of fire.
6. Pets can raise the spirits of people in hospitals and can improve attitudes.
7. Puppies thrill and delight many young children.
8. Dog obedience classes are starting tomorrow and will continue for six weeks.
9. In time, you will handle and guide your dog with confidence.
10. Dog ownership is a big responsibility and should be taken seriously.
5. The public buildings and monuments of ancient Rome and Athens are evidence of planning.
6. Water and garbage were always problems in ancient cities.
7. People often threw garbage into the streets or piled it up outside the city walls.
8. Diseases spread quickly and killed many people.
9. The Roman water supply system and sewer system are still admired today.
10. With better roads and vehicles, merchants could transport and sell their goods.
11. The people of Teotihuacán, in Mexico, planned a street system and built apartment buildings.

EXERCISE B

Answers will vary. Sample responses are given.

11. The two clowns entertained and amused the crowd.
12. This trail winds down the mountain and ends at the front door of a lodge.
13. Milton will rake the leaves or mulch them.
14. After school, Dwayne will make a few phone calls or do his homework.
15. Cheryl peeled the orange but gave the sections to her little sisters.
12. During the Middle Ages, some overcrowded towns and cities knocked down their walls.
13. Churches often stood in the center of a town and were the most expensive buildings.
14. Italy and France have examples of beautiful plazas from the Renaissance.

Compound Subjects and Compound Verbs, p. 12

EXERCISE

1. City planners predict and guide the development of towns and cities.
2. Local governments and citizen groups often employ city planners.
3. Recreational areas and transportation are important to many communities.
4. Ancient people changed and improved their cities, too.
15. The palace and gardens at Versailles, in France, still amaze and delight visitors today.
16. Colonial American cities and towns were designed or planned, too.
17. Charleston and Philadelphia, for example, are among the early planned cities in America.
18. George Washington hired and then fired Pierre L'Enfant, the planner of Washington, D.C.

19. L'Enfant's plan was still followed and used during the development of the city.
20. His plan included parks and wide streets and provided for many grand public buildings.

Subjects and Verbs A, p. 13

EXERCISE

1. Cats may have been tamed about five thousand years ago.
2. According to some scientists, members of the cat family first appeared about forty million years ago.
3. The ancient Egyptians considered cats sacred.
4. Cats were brought to Europe and the Middle East about 1000 B.C.
5. Artists in China and Japan often included cats in their paintings.
6. Cats have long been valued for their skills as hunters.
7. Many people are not familiar with the different breeds of cats.
8. Shorthaired breeds and longhaired breeds are the two major groups of cats.
9. Two of the most popular breeds are the Siamese and the Persian.
10. The Siamese has a beautiful coat and a loud, mournful meow.
11. Have you ever noticed the blue eyes on that Siamese cat?
12. The Persian has long, fluffy fur.
13. Cats use their tails for balance.
14. A Manx, however, can balance without a tail.
15. Another unusual breed is called the ragdoll.
16. This cat relaxes completely and becomes as limp as a ragdoll.
17. Cat lovers have formed many clubs and associations.
18. The Cat Fanciers' Association has clubs in the United States, Japan, and Canada.
19. Didn't you see the information about the cat show next Saturday?
20. My brother and I will go after soccer practice.

Subjects and Verbs B, p. 14

EXERCISE

1. Mesopotamia means "the land between two rivers."
2. The area of Mesopotamia is dry and hot but floods annually.
3. Cities first appeared in Mesopotamia about 3500 B.C.
4. The Sumerians, the Babylonians, and the Assyrians dominated the region at different times.
5. Around 3000 B.C., the Sumerians invented writing and used it for business.
6. The Sumerian writing was inscribed on clay tablets.
7. Later an Assyrian king founded the first national library.
8. Ancient Mesopotamians also named constellations and recorded the position of the stars.
9. Weren't the signs of the zodiac originally named by the Mesopotamians?
10. The wheel and the arch were also first used in Mesopotamia.
11. Mesopotamian farmers grew wheat and raised livestock outside the cities.

12. The sixty-minute hour and the twelve-month year are credited to the Babylonians.
13. Nebuchadnezzar II restored Babylon and built the Hanging Gardens of Babylon.
14. He also conquered Jerusalem and destroyed the Temple there.
15. The first famous author may have been Enheduanna, daughter of the Sumerian king Sargon.
16. Enheduanna's poems are not as famous as the epic of *Gilgamesh*.
17. In one of the stories, Gilgamesh seeks immortality but must remain a mortal man.
18. Ancient Greek histories and the Old Testament tell us about Babylon and Assyria.
19. Sumer, however, died out long before those civilizations.
20. In 1835, a British soldier compared Sumerian writing to other writings and broke its code.

Sentences Classified by Purpose A, p. 15

EXERCISE A

1. *DEC*; . . . bookstore.
2. *INT*; . . . him?
3. *EXC*; . . . been!
4. *DEC*; . . . present.
5. *IMP*; . . . it! [or it.]

EXERCISE B

Answers may vary.

6. Didn't he want to go to the movies with us?
7. What a wonderful book that is!
8. Shouldn't we already be there?
9. Aren't you coming on the field trip next week?
10. How exciting the game must have been!

Sentences Classified by Purpose B, p. 16

EXERCISE A

1. *DEC*; . . . week.
2. *INT*; . . . Saturday?
3. *IMP*; . . . wrinkled.
4. *EXC*; . . . is!
5. *IMP*; . . . tree! [or tree.]

EXERCISE B

Answers may vary somewhat.

6. How brilliant the stars are tonight!
7. Did the bread taste salty to her?
8. Your aunt would like a glass of lemonade.
9. Dry that vase carefully.
10. That was an exciting concert.

Review A: Sentences and Sentence Fragments, p. 17

EXERCISE A

- | | |
|-------|--------|
| 1. SF | 6. SF |
| 2. S | 7. S |
| 3. SF | 8. SF |
| 4. S | 9. S |
| 5. SF | 10. SF |

EXERCISE B

Answers 11, 13, and 14 will vary.

11. Yes, I had a sore throat and a runny nose.
12. Tell me your reasons.
13. That dog next door barked all night long.
14. The neighbors all up and down the block are talking about it.
15. What a lot of noise he made!

Review B: Sentence Parts, p. 18

EXERCISE A

1. A valuable stamp collection is missing from the library.
2. One stamp is worth ten thousand dollars.
3. Part of the image on the stamp had been printed upside down.
4. The librarian has called the police.

5. Two representatives from the police department have arrived.
6. Detective Durand is questioning people.
7. His partner will look for clues.
8. Unfortunately we had no information for the police.
9. The insurance company will be called.
10. Of course, money can never replace those stamps.

EXERCISE B

11. Throughout the centuries many legends have been told about the Fountain of Youth.
12. The waters of the Fountain of Youth had special powers.
13. They could make old people young again.
14. Illnesses could be cured.
15. However, most people don't believe the legends.
16. Some people have searched for the Fountain of Youth.
17. Ponce de León may have believed the legends.
18. His search for new lands brought him to Florida.
19. A spring in St. Augustine, Florida, was discovered by Ponce de León.
20. Its youth-giving powers were never proven.

Review C: Sentence Parts, p. 19

EXERCISE A

1. CS—Ella Fitzgerald and Louis Armstrong were great American jazz musicians.
2. CV—Ella Fitzgerald worked as a solo singer and also performed with vocal groups.
3. CV—Louis Armstrong played the trumpet and sang in a low, gruff voice.

4. CS—He and Fitzgerald both sang scat, a type of music full of meaningless syllables.
5. CS, CV—Duke Ellington and his band played in Harlem and soon achieved fame.
6. CV—Later, in the 1960s, Ellington wrote film scores and composed sacred music.
7. CS—Charlie Parker and Thelonious Monk contributed to the jazz style bebop.
8. CV—Bebop musicians played complicated melodies and improvised during performances.
9. CV—By the 1950s, more audiences accepted jazz and attended jazz concerts.
10. CS—My father and my uncle think highly of Miles Davis.

EXERCISE B

11. CS—Mrs. Fernandez and her husband run a hotel in Mexico.
12. CV—People from all over the world travel to Mexico and stay at their hotel.
13. CS, CV—The mealtime fruits and vegetables are grown and prepared on the property.
14. CV—Mrs. Fernandez inherited the land and stopped further development of it.
15. CS—Neither condominiums nor golf courses will be built there.
16. CV—Guests enjoy home-cooked meals and take walks on the property.
17. CS—The guest rooms and dining areas are bright and colorful.
18. CS—The chef and his assistants make traditional Mexican dishes.
19. CV—Nearby, guests can visit a spa or take a horseback ride.

20. *CS, CV*—Mrs. Fernandez and her staff welcome guests and make them comfortable.

Review D: Kinds of Sentences, p. 20

EXERCISE A

1. *IMP*; ... 1900s.
2. *DEC*; ... lawyer.
3. *EXC*; ... was!
4. *INT*; ... brother?
5. *DEC*; ... anthem.
6. *IMP*; ... song. [or ... song!]
7. *INT*; ... movement?
8. *DEC*; ... Cullen.
9. *DEC*; ... novels.
10. *EXC*; ... 1920s!

EXERCISE B

11. *DEC*; ... Louis XVI.
12. *DEC*; ... wars.
13. *IMP*; ... ruler.
14. *EXC*; ... king!
15. *INT*; ... bread?
16. *IMP*; ... cake. [or cake!]
17. *IMP*; ... King.
18. *INT*; ... Revolution?
19. *DEC*; ... Revolution.
20. *EXC*; ... were!

Literary Model: Compound Verbs in Narration, pp. 21–22

EXERCISE A

1. five
2. reached; shut
sat; swung; felt
pressed, slid; went
sat; addressed; typed
began; displayed

EXERCISE B

Answers will vary.

1. I reached over. I shut off the insistent buzzing of my bedside alarm clock. I sat up. I swung my feet over the edge of the bed. I felt for my slippers on the floor.

2. The original version is more interesting because the sentences in the revised version are too short and choppy. Also, the word *I* is used too often in the revised version. The revised version seems almost like a list instead of a description of smooth movements.

EXERCISE C

Answers will vary. An example follows.

J-14 suddenly came out of a strange dream but kept her eyes closed while she tried to remember the details. In the dream, she had taken the flight to Earth, toured the barren planet, written her geography report, and returned to Venus, the planet where she lived.

J-14 stretched to her full length in the bed pod, gave a final yawn, unlatched the pod door, and put her feet on the moving floor. The floor glided her to the clothing unit and gently deposited her. The teenage Venusian surveyed her uniforms and then selected her favorite, the orange neon.

EXERCISE D

Answers will vary. A sample response is given.

The compound verbs help the reader visualize the actions that the character takes and the manner in which she is doing them.

If I had not used compound verbs, most of the sentences would have been too short and choppy. Plus, the words *she* or *J-14* would have had to be repeated over and over.

Writing Application: Advertising, p. 23

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Sentence fragments have been avoided in the paragraph.

1 2 3 4 5

The advertising claims have been evaluated as either truthful or false.

1 2 3 4 5

Reasons are given for the student's opinion of the food and its packaging.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 2: Parts of Speech Overview (Noun, Pronoun, Adjective), pp. 24–43

Choices: Exploring Parts of Speech, p. 24

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

The Noun, p. 25

EXERCISE A

1. Unusual plants and animals live in this part of the world.
2. Orangutans live in Sumatra and Borneo.
3. This area of Asia contains many jungles.
4. The rafflesia is the largest flower in the world.
5. The blossom may be as wide as a yard.
6. The plants have huge flowers but no leaves or stems.
7. This giant plant needs the hot climate of Indonesia.
8. Aunt Pearl took a picture of a rafflesia.
9. Each flower has five wide lobes.
10. Most people think the rafflesia has a terrible smell.

EXERCISE B

Answers will vary. Sample responses are given.

11. Mr. Washington is the strongest man in our neighborhood.
12. He tries always to tell the truth.
13. Are they visiting Atlanta or Pensacola?
14. Hilda and Harry are both musicians.
15. Will you bring your harmonica to the picnic?

EXERCISE C

During the summer, Mike visited his grandparents at Coin Beach in Delaware. The boy wondered about the name of the beach. A lifeguard provided an explanation. Apparently, coins often wash up on the shore of the Atlantic Ocean. People think the money comes from a sunken ship, the Faithful Steward, which is a ship that sank off the coast in the eighteenth century.

Proper and Common Nouns A, p. 26

EXERCISE A

1. Thomas Jefferson was one of his friends.
2. In 1787, Madison took part in the Constitutional Convention.
3. He helped create the system of checks and balances in the United States government.
4. His wife was Dolley Madison.
5. Dolley Madison was younger than her husband.
6. The people of Washington loved her parties.
7. She liked to surprise her guests with unusual dishes.
8. Mrs. Madison welcomed many important leaders to the White House.
9. During the War of 1812, the White House was burned.
10. The Madisons moved to a different house.

EXERCISE B

Answers will vary. Sample responses are given.

11. Hamsters make good pets.
12. Saffron and rice are ingredients in my favorite dish.
13. Have you ever visited Los Angeles?
14. Mars and Jupiter are planets in our solar system.
15. All of the streets downtown are decorated for the holidays.

Proper and Common Nouns B, p. 27**EXERCISE A**

1. Mr. ^PGarza and Ms. ^PFrancis will be chaperones at the dance.
2. Are ^Cbooks or ^Ctapes on sale this week?
3. ^PThursday is the busiest ^Cday of the week for our family.
4. Is ^PRussia one of the world's largest ^Ccountries?
5. The ^Cbackhoe rumbled into the construction ^Csite.

EXERCISE B

Answers will vary. Sample responses are given.

6. Sharks, whales
7. chicken, rice
8. Karen, presentation
9. fox, hedge
10. Idaho
11. Spanish, Mexico
12. report
13. Wynnona
14. Travis, trombone
15. lunch

Pronouns and Antecedents, p. 28**EXERCISE A**

Possessive pronouns in items 1, 2, and 5 may be identified as adjectives.

1. When you finish your part of the project, proofread it carefully.

2. After she finished her homework, Jane read two chapters of a novel.
3. Did Manuel paint the set by himself?
4. The three of us always sit at the same table for lunch.
5. Replace the tape in its case when you finish listening to it.

EXERCISE B

6. Salmon are born in freshwater streams, but most salmon spend part of their lives in the ocean.
7. Mother called to the twins and told them dinner was on the table.
8. The ball flew by Mr. LaPorte and just missed him.
9. Kara tapped on the door, but nobody heard her.
10. Whales can't breathe underwater, so they must come to the surface for air.
11. How long has Angela been saving her money?
12. The sea horse wrapped its tail around a piece of seaweed.
13. The players were tired, but they had won the game.
14. Cora found a new lightbulb and installed it.
15. Rachel, please show me your painting.

Personal, Reflexive, and Intensive Pronouns, p. 29**EXERCISE A**

1. If you give it a cracker, the parrot might speak for you.
2. The cat washed itself carefully after it finished eating.
3. The principal herself will be speaking to us today.

4. Justin thanked me for returning the book to him.
5. After she left the astronaut program, Sally Ride became a professor of physics.
6. The director himself said the book was better than the movie.
7. Kevin said he thought the cloud looked like a rocking horse, but I thought it looked like an old oak tree.
8. The sparrow has just finished building a nest for itself.
9. Would you give the message to Marie when you see her?
10. Sharon wanted tamales, but by the time she reached the front of the line, they were gone.

EXERCISE B

11. Cesar said he liked that kind of music. ^{PER}
12. Two weeks later, Sarah found herself in Nigeria. ^{REF}
13. Mike's cat likes to give itself dust baths. ^{REF}
14. Kim Chun recopied the paper and handed it in. ^{PER}
15. The banquet will be attended by the gold medalists themselves. ^{INT}

Demonstrative Pronouns and Relative Pronouns, p. 30**EXERCISE A**

1. These are wonderful, ripe, juicy grapes.
2. Mrs. Deets is the person to whom you must give the permission slip.
3. The experiment that we conducted in chemistry class was fascinating.
4. Did you hear that?
5. This has been an interesting conversation, but I have to leave now.

6. My aunt Mikki, who is a substitute teacher, worked at my school Monday.
7. The rain, which had been falling all morning, began to let up.
8. That was definitely the best book of the series.
9. The guide, whose eyesight and hearing were very sharp, motioned for the group to halt.
10. The noise that had started so suddenly ended just as quickly.

EXERCISE B

11. This is a wonderful book with clear illustrations. ^{DEM}
12. Cynthia, who plays center on the basketball team, is over five feet tall. ^{REL}
13. Isn't that a great song? ^{DEM}
14. The snow that fell last night has already melted. ^{REL}
15. Orchids, which come in a variety of colors, can be speckled or streaked. ^{REL}
16. When the governor said this, the secretary laughed. ^{DEM}
17. These are beautiful Zuni earrings. ^{DEM}
18. The boy whose dog is chasing Sam has gone to get a leash. ^{REL}
19. Leave those on the table for now. ^{DEM}
20. Ms. Jackson is a teacher whom the students admire. ^{REL}

Indefinite Pronouns and Interrogative Pronouns, p. 31**EXERCISE A**

1. Someone has been sitting in my chair! ^{IND}
2. Couldn't you find anybody? ^{IND}
3. Whose are those shoes? ^{ITR}
4. Anyone may enter the essay contest. ^{IND}

5. ^{IND} Many of the contestants have finished.
6. ^{IND} No one in the class selected that subject for a research report.
7. ^{ITR} Which of your cousins haven't you talked to yet?
8. I think ^{IND} either of the girls could do the job.
9. ^{ITR} What is the title of the next school play?
10. To ^{ITR} whom did you address the letter?

EXERCISE B

Answers will vary. Sample responses are given.

11. Give one copy to each of your classmates.
12. Can anyone tell me how to get to Madison Street?
13. Some of the leaves have already fallen off the tree.
14. Which did you find under the desk?
15. What was that new student's name?

Identifying Kinds of Pronouns, p. 32

EXERCISE

1. In the book by Mark Twain, Tom is like some other boys ^{PER} you may have met.
2. ^{ITR} Who hasn't woken up on a Monday morning and dreaded going to school?
3. Tom decides that he can stay home if he makes ^{REF} himself sick.
4. First, he imagines a pain in his stomach, but ^{DEM} that goes away.
5. ^{IND} One of his teeth is loose, but Tom knows Aunt Polly would just pull it out.
6. Next, Tom remembers that he heard a doctor talking about something ^{REL} that takes two weeks to heal.

7. Tom wakes up his half brother, Sid, and convinces ^{PER} him that Tom's sore toe will lead to death.
8. Sid, ^{REL} who should know about Tom's tricks by now, believes him anyway.
9. Sid runs downstairs calling Aunt Polly and tells ^{PER} her that Tom is dying.
10. Aunt Polly ^{ITN} herself is worried about Tom until she finds out that he is dying from a sore toe.
11. Aunt Polly laughs and cries, and Tom is embarrassed about ^{IND} all of the noise he has made over a sore toe.
12. Tom then tells Aunt Polly about his tooth, ^{REL} which she decides to pull.
13. Tom tells her that ^{PER} he would rather go to school than have his tooth pulled.
14. ^{IND} Anyone who has had a tooth pulled knows why Tom said so.
15. ^{ITR} What do you think Aunt Polly did?
16. She tied a thread around Tom's tooth and then scared him so that he pulled the tooth out ^{ITN} himself.
17. Tom couldn't think of ^{IND} anything to help him stall further and ended up going to school.
18. ^{IND} Most of the boys at school thought that the gap in Tom's teeth was cool.
19. Another boy, ^{REL} whose cut finger had been the center of attention, said a missing tooth wasn't such a big deal.
20. Tom and the ^{IND} others knew that the boy was just jealous.

The Adjective, p. 33

EXERCISE A

1. Lake Baikal is in southeast Siberia.
2. It is the deepest lake in the entire world.
3. It is also one of the oldest lakes on earth.
4. The lake freezes for five months of every year.
5. Many scientists study the unique plants and animals that live nearby.
6. Hundreds of animals are found only in Lake Baikal or the nearby area.
7. The lake is so large that the nearby area stays cool in the summer and warm in the winter.
8. Also in Russia is the Caspian Sea, which is the largest inland body of water in the world.
9. The Caspian Sea is a saltwater lake.
10. There are many lakes in Russia.

EXERCISE B

11. The flowers in the front yard are purple and yellow.
12. Twelve clowns squeezed into the tiny car.
13. Many fires are caused by careless campers.
14. Do not feed any bear in the park.
15. Several children played on the grassy slope.
16. The stinger on the scorpion is poisonous.
17. The puppy loved to chew leather shoes.
18. Bright lightning lit up the dark sky.
19. Weird noises filled the old house.
20. Fruits and vegetables contain many important vitamins.

Proper Adjectives, p. 34

EXERCISE A

1. The meal began with a clear French soup.
2. Do you enjoy spicy Chinese food?
3. Margaret Atwood is a Canadian novelist and poet.
4. Seoul is the largest South Korean city.
5. We ate small Greek salads for the first course.
6. Emma speaks with a lovely British accent.
7. Did you enjoy the Southern hospitality?
8. The graduation gift was a Mexican blanket.
9. The local museum showcased American Indian pottery.
10. That's an Irish lullaby.

EXERCISE B

11. They will be traveling along the Irish coast.
12. Can you imagine what it would have been like to ride in a Roman chariot?
13. The speaker was a Buddhist priest.
14. The float was almost ready for the Independence Day parade.
15. The review said the author used Dickensian language.
16. On what date is the February meeting?
17. Sean listens to Celtic music.
18. The Martian soil was stored in isolation.
19. He sent a postcard showing the Egyptian pyramids.
20. The Aztec empire rose in Mexico during the 1400s.

Demonstrative Adjectives, p. 35

EXERCISE A

1. Then the cook served ^{DA} this Mediterranean dish.
2. Most people love ^{DA} these tiny Japanese paintings.
3. Is ^{DP} that the Winstons' cat?
4. ^{DA} These Japanese woodcuts were made during the eighteenth century.
5. ^{DA} This little picture was painted by an unknown artist.
6. ^{DP} That is a brilliant idea!
7. Will ^{DA} those candles burn for more than five hours?
8. ^{DP} This is a mixture of fresh fish and several vegetables.
9. Please take ^{DP} these to the post office.
10. Nathan bought ^{DA} those puzzles for his little sister.

EXERCISE B

11. Please hand me those tapes.
12. These clouds are called cumulonimbus.
13. Does this bus stop at Pine Street?
14. *none*
15. This Sunday, we are having a family picnic.

Noun, Pronoun, or Adjective? A, p. 36

EXERCISE

1. Three tall ^N trees shaded the backyard.
2. When are ^{PRO} you going to visit your grandmother?
3. The last step is to trim ^{ADJ} those edges.
4. ^{PRO} This is the best apple juice I've tasted in a long time.
5. The crowd was quiet as the ^{ADJ} Australian flag was raised.

6. ^{ADJ} Another reason to do it that way is to save money.
7. Jason didn't see ^{PRO} anyone that he knew.
8. That species is commonly found in ^N Asia.
9. ^{PRO} Both of the squirrels disappeared behind a tree.
10. The stars were bright and clear in the ^{ADJ} Nebraska sky.
11. He was hungry, so he asked for ^{PRO} more.
12. Have you read ^N Oliver Twist by Charles Dickens?
13. ^{ADJ} Those goats are very curious.
14. The flowers could use ^{ADJ} more rain.
15. The ^{ADJ} chicken coop is at the back of the garden.
16. Samantha had studied ^N Buddhism.
17. ^{PRO} Each wanted something different.
18. It drizzled all day, but my cousins and I managed to find ^{PRO} something to do.
19. ^N Roosters make great alarm clocks.
20. ^{ADJ} Chinese food is my favorite.

Noun, Pronoun, or Adjective? B, p. 37

EXERCISE

Answers will vary. Sample responses are given.

1. Those commercials are funny.
2. I want shoes like those.
3. Each person chooses his or her own destiny.
4. Each of the students made a comment.
5. Do you really have a chicken for a pet?
6. Please pass the chicken soup.
7. They don't know which way is up.
8. Which of the topics interests you most?
9. In those days, women often purchased a special Easter bonnet.
10. What an Easter that day at Aunt Theresa's was!

Review A: Nouns, p. 38

EXERCISE A

1. People in North America are usually eager for news.
2. Newspapers often cover the news in more detail than television does.
3. An early Chinese paper was printed from carved wooden blocks.
4. Some of the first newspapers were published in Germany.
5. One early paper was called the Boston News-Letter.
6. It was the first paper published regularly in the American colonies.
7. It was first published by John Campbell, the postmaster of Boston.
8. Today, large daily newspapers cover politics, sports, business, and many other topics.
9. They include editorial pages and regular columns.
10. Comics, puzzles, and humorous columns entertain readers.

EXERCISE B

11. Peaches are tasty fruits.
12. Currently, the United States produces more peaches than any other country.
13. Actually, China was their original home.
14. It is still one of the leading producers of peaches, along with Italy, France, and Spain.
15. Some painters made portraits of the fruit.
16. The people in ancient Rome spread the trees throughout Europe.
17. Peaches could be found in Mexico as early as the seventeenth century.

18. Spanish explorers brought them to America.

19. Large orchards are generally located in areas with few late frosts.
20. Insects, diseases, and severe cold can damage the trees.

Review B: Pronouns, p. 39

EXERCISE A

1. Most band members rent their instruments.
2. Mayor Martinez gave his speech before the Women's Club.
3. People filed into the hall, and soon most were seated.
4. The armadillo curled itself into a tiny ball.
5. That silly dog has hidden its bones under the couch!
6. Eating well is one way Lono keeps himself healthy.
7. A redbird built its nest in the maple tree.
8. Carmen said she was ready to begin.
9. People in the audience can help themselves to some popcorn.
10. Carrie and Jack asked if they could start a school newspaper.

EXERCISE B

In item 18, my may be identified as an adjective.

11. Everyone finished the test before the end of class.
12. These plants will not thrive if they are watered too often.
13. Can you imagine yourself as an astronaut?
14. Alma bought the red boots and returned those.
15. The president herself presented the award to me.
16. Who will play the lead in this year's play?

17. The announcer asked the question, but no one answered.
18. The batteries in my tape player are dead.
19. "Put these on next," said the costume designer.
20. She read the list of books and recognized several immediately.

Review C: Nouns, Pronouns, and Adjectives, p. 40

EXERCISE A

1. The old car may not make the long trip.
2. On the coldest day in winter, Grandmother built a fire.
3. This winter is supposed to be cold and damp.
4. That beautiful vase is made from Venetian glass.
5. The late movie was about Martian invaders.
6. We took an early train to avoid large crowds.
7. The hikers made it to the top of the mountain in two hours.
8. This movie should be funny.
9. The early settlers caught many terrible diseases.
10. Notice the beautiful collar made from delicate Belgian lace.

EXERCISE B

11. They returned with many interesting stories.
12. Some explorers told about huge monsters they had seen.
13. What could these creatures be?
14. They were Komodo dragons.
15. These enormous reptiles are found on certain Indonesian islands.

16. These animals are giant lizards.
17. Each one can weigh more than three hundred pounds!
18. Komodo dragons are the largest lizards in the world.
19. These dangerous animals have long, sharp claws.
20. These unusual creatures are an endangered species.

Literary Model: The Adjective, pp. 41–42

EXERCISE A

Because the possessive forms my and Miss Lottie's function as adjectives, some students may underline these words.

When I think of the home town of my youth, all that I seem to remember is dust—the brown, crumbly dust of late summer—arid, sterile dust that gets into the eyes and makes them water, gets into the throat and between the toes of bare brown feet. I don't know why I should remember only the dust. Surely there must have been lush green lawns and paved streets under leafy shade trees somewhere in town; but memory is an abstract painting—it does not present things as they are, but rather as they *feel*. And so, when I think of that time and that place I remember only the dry September of the dirt roads and grassless yards of the shanty-town where I lived. And one other thing I remember, another incongruity of memory—a brilliant splash of sunny yellow against the dust—Miss Lottie's marigolds.

—From "Marigolds" by Eugenia W. Collier from *Negro Digest*, November 1969. Copyright ©1969 by Johnson Publishing Company, Inc. Reprinted by permission of **Eugenia W. Collier**.

EXERCISE B

1.

**Author's
Memories of Town**

brown
crumbly
late
arid
sterile
dry
dirt
grassless

**Town as It Must
Have Been**

lush
green
paved
leafy
shade
Marigolds
brilliant
sunny

2. *Answers will vary. A sample response is given.*

The adjectives describing the marigolds seem more closely related to the adjectives describing the town as it “surely” must have been, with the lush green lawns and paved streets, than to the author’s memory of the town, which is arid, sterile, and brown. Consequently, the brilliant, sunny marigolds don’t seem to fit in with the author’s dusty version of the town; yet, there they are.

EXERCISE C*Answers will vary. A sample response is given.*

The line that divided the city—Highway 95—divided it so completely that it was hard to believe the eastern part and the western part shared the same name. Anyone driving through the east side had to dodge the car-damaging potholes and shattered glass and torn-up trash cans that filled the streets. Anyone walking through the east side had to pass by rundown houses with broken windows and treeless yards inside sheet metal fences. But once that same person crossed Highway 95, on foot or on wheels, cheerful houses painted in vivid, clean colors met the eye. Rope swings hung from the sturdy branches of healthy trees growing in well-maintained yards. The streets were wide and apparently had received tender care from city workers.

EXERCISE D*Answers will vary. A sample response is given.*

The neighborhood on the east side is described with the following adjectives: *car-damaging, shattered, torn-up, rundown, broken, treeless, sheet metal*. All of these words produce ugly images in the reader’s mind. In contrast, the neighborhood on the west side is described with these adjectives: *cheerful, vivid, clean, sturdy, healthy, well-maintained, wide, tender*. All of these adjectives have positive connotations. The contrast between these two sets of adjectives makes the comparison more vivid.

Writing Application: Using Adjectives in a Poem, p. 43

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The poem follows the instructions modeled in the writing application.

1	2	3	4	5
---	---	---	---	---

Each line of the poem uses one or two adjectives.

1	2	3	4	5
---	---	---	---	---

Each line of the poem is a complete sentence.

1	2	3	4	5
---	---	---	---	---

The assignment is relatively free of errors in usage and mechanics.

1	2	3	4	5
---	---	---	---	---

Total Score _____

5 = highest; 1 = lowest

Chapter 3: Parts of Speech Overview, pp. 44–67

Choices: Investigating Parts of Speech, p. 44

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

The Verb, p. 45

EXERCISE A

1. We all jumped about three feet into the air.
2. Is that alligator hungry?
3. Look at that beautiful heron!
4. Alligators and crocodiles appear somewhat alike to me.
5. How are they different?
6. I saw hundreds of alligators in Florida.
7. Were you near St. Augustine?
8. They made me really nervous.
9. The boat sat very low in the water.
10. My brother took pictures during the boat ride.

EXERCISE B

Answers will vary. Sample responses are given.

11. I know the names of all fifty states.
12. John saw an advertisement in today's newspaper.

13. The juice seems a little too warm.
14. The dog ran wildly in circles.
15. The marching band stood in the middle of the field.
16. Alia's family owns two mountain bikes.
17. Which tangerine tastes better?
18. Julio plays the violin, not the cello.
19. My grandmother writes me a letter at least twice a month.
20. The milk spilled all over the table.

Main Verbs and Helping Verbs, p. 46

EXERCISE A

1. My grandfather has traveled to Europe many times.
2. You must have heard all that noise last night!
3. Those children are wearing their seat belts.
4. The moon had risen early that evening.
5. Does Simon play the trumpet in the band?
6. Broccoli, carrots, and squash are all vegetables.
7. Which way did he run?
8. The cat should not be sitting on the kitchen counter.
9. Do you want some of these carrots?
10. Would you please call me first thing in the morning?

EXERCISE B

Some answers may vary.

11. He had been sleeping instead of studying.
12. We will practice our skit at my house tonight.

13. Will you come over after dinner for about an hour?
14. We probably should not drive very far in this snow.
15. My brother can take four people in his car.
16. Do you know how to sew on a button?
17. My sister taught me to do that, but I do not remember.
18. Are you planning to do anything special during the winter holidays?
19. We certainly would have arrived early if we had known the theater would be so crowded.
20. By the time we found our seats, the curtain had already risen.

Verb Phrases, p. 47

EXERCISE A

1. Portugal had claimed possession of Brazil in the year 1500.
2. The Portuguese settlers must have arrived soon after.
3. They may have been looking for gold.
4. Was gold ever discovered?
5. Cacao beans and sugar cane could be harvested.
6. Large plantations were established by the Portuguese settlers.
7. The settlers and the native tribes did not remain friendly.
8. Some Indians may have been enslaved as plantation workers.
9. Brazil has become a leader in agriculture.

10. Coffee may be one of the most important crops in Brazil.

EXERCISE B

[11] Latex, a milky-white substance that is used in the production of rubber, is produced by the rubber trees of the Amazon rain forest. [12] Diagonal cuts are made in the trees by rubber tappers. [13] Then a small cup is carefully placed beneath each cut. [14] Rubber tappers must cut all the trees on a rubber tree trail before the latex is flowing too freely. [15] Rubber trees can often be spaced one hundred yards apart, and a rubber tapper may walk several miles before dawn; later that same day, the rubber tapper will repeat the journey through the forest so that he may collect the cups of latex.

Action Verbs, p. 48

EXERCISE A

1. Vermont leads the nation in maple syrup production.
2. Maple syrup comes from the sap of sugar maple trees.
3. In the late winter and early spring, the maple sap flows from the trees.
4. Some people drill holes into the trees.
5. They insert metal tubes or spouts into the holes.
6. They hang buckets from the spouts.
7. The buckets fill with the maple sap.
8. Workers collect the buckets of sap.
9. Other workers boil the sap.
10. This process turns the sap into maple syrup.

EXERCISE B

11. Some people own dogs or cats.
12. I prefer a ferret for a pet.

13. Ferrets often play tricks on their owners.
14. They get into everything.
15. Sometimes they hide things like socks.
16. Some ferrets walk on a leash.
17. Randall bathes his ferret every few weeks.
18. He washes it with mild shampoo.
19. Ferrets possess one bad habit.
20. They sometimes bite people.

Linking Verbs, p. 49

EXERCISE A

1. Bradley's mother is an air-traffic controller.
2. Warren was sick several times this year.
3. I have grown weary of television.
4. The Wilsons are our nearest neighbors.
5. Jamie looked uncomfortable on the stage.
6. She has been late every day this week.
7. The sky remained cloudy until late afternoon.
8. This carton of milk smells sour.
9. You should be hungry after all that work.
10. The top-ranked player in the tennis tournament is Venus Williams.

EXERCISE B

11. My grandfather received the Congressional Medal of Honor.
12. I am the only female grandchild in my family.
13. My grandmother seems young to me.
14. Jeanette found a picture of her grandparents as teenagers.
15. They looked odd in the old-fashioned clothing of the 1950s.
16. Tony's great-grandfather will be eighty years old on Sunday.

17. Alexa's grandparents once lived in Indonesia and in the Netherlands.
18. Mrs. Shuman cooks great Indonesian and Dutch food.
19. Joseph never knew his grandparents.
20. He feels sad about that.

Transitive and Intransitive Verbs, p. 50

EXERCISE A

1. Restaurants and shops line the banks of the Thames River in London.
2. Most shops open early during tourist season.
3. A tour bus company offers several tours.
4. Our bus driver spoke clearly and intelligently.
5. She provided a great deal of information about London and its famous river.
6. The depth of the Thames River changes with the tides every day.
7. Ancient Romans built the first bridge across the river.
8. In ancient times, traders from other countries sailed up the river.
9. Terrible slums and poverty existed along the riverbanks.
10. Charles Dickens described the slums of London in his novels.

EXERCISE B

11. Cynthia plays the piano well.
- Roger plays in the school band.
12. The townspeople survived the flood. The entire crew of the sunken ship survived.
13. Alberto writes in his journal each evening. Mishi often writes letters to her grandmother.

14. TR The pilot landed the plane.
INT The plane landed on time.
15. TR Please do not leave your coat there. INT Please leave as soon as possible.

Kinds of Verbs, p. 51

EXERCISE

- ACT, INT 1. Her sister always studies late into the night.
- LINK, INT 2. Martha is sometimes very sleepy in the morning.
- ACT, INT 3. Martha's sister could have read in the kitchen.
- ACT, TRAN 4. She could also have taken her books into the living room.
- LINK, INT 5. The light there is better for my eyes.
- ACT, INT 6. Sometimes Martha's sister studies at the library.
- ACT, TRAN 7. Most of the time, Martha and her sister have fun together.
- ACT, TRAN 8. They share clothes and school supplies.
- ACT, TRAN 9. Martha and her sister both like the same music.
- LINK, INT 10. Martha is also different from her sister in some ways.
- LINK, INT 11. She is much messier, for one thing.
- ACT, TRAN 12. Her sister always hangs clothes up neatly.
- ACT, TRAN 13. Martha leaves things all over the floor and the beds.
- ACT, TRAN 14. Martha likes fresh air in the room, even in the winter.

- ACT, INT 15. Martha's sister complains about the cold air.

- ACT, TRAN 16. The noise from the traffic bothers her, too.

- ACT, TRAN 17. Every night, she closes the window.

- LINK, INT 18. Then the room becomes hot and stuffy.

- LINK, INT 19. Martha is always the first one up in the morning.

- ACT, INT 20. She doesn't even wait for the alarm.

The Adverb A, p. 52

EXERCISE A

1. Open garbage dumps sometimes pose serious health hazards.
2. Most trash is now buried in sanitary landfills.
3. Methane gas from garbage can easily catch fire.
4. Pipes safely bring the gas to the surface.
5. People seldom want landfills near their homes.
6. Scientists and engineers are always looking for new ways to reuse recyclable materials.
7. Many of us thoughtlessly discard possibly useful items daily.
8. Some people willingly reuse bottles and jars.
9. Throughout the country, many cities efficiently separate garbage from easily recyclable items.
10. Some of the largest landfills will very soon be full.

EXERCISE B

Answers will vary. Sample responses are given.

11. Two white swans glided effortlessly across the pond.
12. Close the door quickly!
13. The workers will finish the bridge tomorrow.
14. Carefully, LuAnn made her way up the steep staircase.
15. Mom and Sally usually go fishing on Saturday mornings.

The Adverb B, p. 53

EXERCISE

1. *Stuart Little* has always been my favorite book.
2. George quietly asked the librarian for help.
3. I finally finished the report.
4. On the table lies a very old bookmark.
5. Trisha's library books are usually returned on time.
6. You should not fold any pages in a library book.
7. I have never read an entire book of poetry.
8. Lately I have been reading more nonfiction books.
9. During the week Mom is entirely too busy to read.
10. She frequently reads novels on the weekends.
11. She finishes a book easily in one or two days.
12. She recommends especially enjoyable books to all her friends.
13. In addition, her reading list always includes new biographies.

14. She thinks stories about inventors and explorers are exceptionally good choices.
15. Now she is reading both a new mystery and a book about Mount Everest.
16. Our librarian works hard to make the displays interesting.
17. I usually learn something new from the displays.
18. Old books must be handled quite carefully.
19. The paper in this old book is particularly fragile.
20. Yesterday I saw an exhibit of extremely rare books at the museum.

Adverb or Adjective? p. 54

EXERCISE

1. Joaquín runs three miles daily. ^{ADV}
2. That is certainly the better opportunity for her. ^{ADJ}
3. I know we will arrive later than they will. ^{ADV}
4. We had just stopped by the house for a few minutes. ^{ADV}
5. Would you like to have time for a leisurely walk through the town? ^{ADJ}
6. Kai is always an early riser. ^{ADJ}
7. The judge made a reasonable and just decision in the case. ^{ADJ}
8. May the best candidate win! ^{ADJ}
9. Susan's sister lost the bright red ball. ^{ADJ}
10. Why did he take the only book about that subject? ^{ADJ}
11. His job pays a higher hourly wage than mine does. ^{ADJ}
12. Put the water into the pan first. ^{ADV}
13. My mother said she had found a very scholarly book on the subject. ^{ADJ}

14. Do you think he plays the tuba well? ^{ADV}
15. He has been taking weekly swimming lessons for years. ^{ADJ}
16. She really seems well today. ^{ADV}
17. Sarah can still remember when her best friend moved away. ^{ADV}
18. Those oranges were very sour. ^{ADV}
19. He will most likely want to come with us to the movies. ^{ADV}
20. He is always late, unfortunately. ^{ADV}

The Preposition, p. 55

EXERCISE A

- Meriwether Lewis and William Clark were officers in the United States Army.
- President Thomas Jefferson suggested that Lewis find a northwest passage to the Pacific Ocean.
- The Lewis and Clark expedition was one of the most important in United States history.
- On account of their exploration, territories recently acquired by the United States could be mapped.
- Lewis and Clark began their journey in 1804.
- They left from St. Louis and traveled to the Pacific coast.
- Lewis and Clark endured many hardships during their long journey.
- They traveled with horses and a large amount of supplies.
- In spite of a severe winter in the Rocky Mountains, they survived.
- The expansion and settlement of the West was easier because of Lewis and Clark.

EXERCISE B

Prepositions in students' sentences will vary.

- Lay the magazines on the sofa. Lay the magazines beside the sofa.
- We walked down the garden path. We walked on the garden path.
- Martha is sitting next to Keith. Martha is sitting in front of Keith.
- The ball landed between Jennifer and Tamika. The ball landed near Jennifer and Tamika.
- We found the toy underneath the chair. We found the toy on the chair.

The Prepositional Phrase, p. 56

EXERCISE A

- Pearls are formed when sand or other debris gets trapped inside the oyster shell. ^{P OP}
- The oyster begins covering the piece of debris with a special substance. ^{P OP}
- After several years, a pearl is formed. ^{P OP}
- In the early 1900s, a Japanese man discovered a way to fool oysters. ^{P OP}
- This process involves shoving a small bead into the oyster. ^{P OP}
- The oyster mistakes the bead for debris and starts making a pearl. ^{P OP}
- The layers of a pearl can be seen under a microscope. ^{P OP}
- On a string of pearls, each pearl must look like the others. ^{P OP}
- A large, perfectly round pearl is one of the most valuable gems in the world. ^{P OP}
- Pearls with irregular shapes are not as valuable. ^{P OP}

EXERCISE B

Answers will vary. Sample responses are given.

11. Milo rode his horse. Milo rode his horse
into the stream.
12. Una drove home. Una drove home with
her brother.
13. The carpenter repaired the roof. The
carpenter repaired the roof of the garage.
14. The ship sank. On the way back, the ship
sank.
15. The coach explained the play. In just a
few minutes, the coach explained the play.

Preposition or Adverb? p. 57

EXERCISE

1. Please place your books beneath your desk.
2. She had never smelled anything like that
before.
3. Threatening storm clouds were gathering
above.
4. You can always find a jar of peanut butter
inside that cupboard.
5. I'm sure the dog came in last night.
6. We could hear the band playing as it
marched down the street.
7. The weather was certainly miserable
outside.
8. If the gate won't open, climb over the fence.
9. The balloons floated far above our heads.
10. The goats are in the far pasture.
11. Let's get popcorn before the movie.
12. You might have to wade across the creek to
find the trail again.

13. The bus drove past the people.
14. Don't turn that log over so quickly!
15. Meet me outside the front door after you've
finished shopping.
16. A fire blazed inside, welcoming the weary
travelers.
17. High above the mountain, the hawks
wheeled in lazy circles.
18. What do you think you'd find over the
rainbow?
19. The boy clasped the money tightly in his
hand.
20. Bring your skates in before the rain starts.

The Conjunction A, p. 58

EXERCISE

1. The insect order Lepidoptera includes not
only moths but also butterflies.
2. Powdery scales cover the wings of both
butterflies and moths.
3. Moths usually have plump, furry bodies,
but butterflies have slender, hairless bodies.
4. Most butterflies fly during the daytime and
rest with their wings folded upright.
5. There are between 15,000 and 20,000
species of butterflies.
6. Butterflies live almost everywhere, but
tropical rain forests have the most different
kinds.
7. Both other insects and birds are among
butterflies' enemies.
8. Butterflies appear fragile to us, yet they
have powerful defenses.
9. Butterflies may blend with their surround-
ings or mimic distasteful species.

10. Predators avoid the viceroy butterfly, for it resembles the bad-tasting monarch butterfly.
11. To make themselves taste bad, some butterflies eat plants that are either poisonous or bitter.
12. The bright or striking colors on some butterflies are actually a warning to predators.
13. The skin of a caterpillar neither grows nor stretches.
14. Adult butterflies usually feed only on nectar, but caterpillars can do a lot of crop damage.
15. The caterpillar of the cabbage butterfly, for example, feeds on cabbage and cauliflower plants.
16. The transformation of a caterpillar into a butterfly is both amazing and interesting.
17. Butterflies cannot live actively in cold weather, so many of them migrate to warmer climates for the winter.
18. The monarch must be the long-distance champion of the butterfly world, for it travels up to two thousand miles to escape cold weather.
19. Other butterflies produce a substance like antifreeze, so they can survive the cold.
20. The word *butterfly* comes from *buterfleoge*, an Old English word meaning "butter" and "fly."
3. You'll have to choose one or the other.
4. Jessamyn wanted to be at school early, but her alarm clock didn't go off.
5. Aaron, Alex, and Andy are always the first names on the class list.
6. She had to decide whether to take a walk or read a book.
7. My sister is in tonight's performance, so we have bought front-row seats.
8. He hasn't written, nor has he called.
9. Both cold water and lemonade are refreshing on a hot day.
10. We stopped to rest after hiking only three miles, for we were already weary.
11. Either our team makes the playoffs or the season is over.
12. Make sure the cats are in tonight, for the weather service is predicting rain.
13. If I can take only one friend on the trip, I'll pick Jessie, Maria, or Daniela.
14. I'm supposed to finish the book today, yet I haven't even begun to read it.
15. I'll either have to stay up late tonight or get up early tomorrow.
16. Neither Nate nor Sandy will be our representative on the committee.
17. I was hungry when I got home, for I hadn't eaten anything since breakfast.
18. This project requires either tape or glue.
19. The bell had not rung, yet the door was already closed.
20. Turn right at the next corner, and look for a blue house on your left.

The Conjunction B, p. 59

EXERCISE

Some answers may vary.

1. I'm taking a full class load this term, including biology and chemistry.
2. We could either take a bus or walk to the museum.
3. You'll have to choose one or the other.
4. Jessamyn wanted to be at school early, but her alarm clock didn't go off.
5. Aaron, Alex, and Andy are always the first names on the class list.
6. She had to decide whether to take a walk or read a book.
7. My sister is in tonight's performance, so we have bought front-row seats.
8. He hasn't written, nor has he called.
9. Both cold water and lemonade are refreshing on a hot day.
10. We stopped to rest after hiking only three miles, for we were already weary.
11. Either our team makes the playoffs or the season is over.
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14. I'm supposed to finish the book today, yet I haven't even begun to read it.
15. I'll either have to stay up late tonight or get up early tomorrow.
16. Neither Nate nor Sandy will be our representative on the committee.
17. I was hungry when I got home, for I hadn't eaten anything since breakfast.
18. This project requires either tape or glue.
19. The bell had not rung, yet the door was already closed.
20. Turn right at the next corner, and look for a blue house on your left.

The Interjection, p. 60

EXERCISE A

1. Aha! There you are!
2. Oh, no! I stubbed that same toe again!
3. It must be a hundred degrees in the shade.
Whew!
4. Do you think you could, well, work my shift tonight?
5. Our team made it to the playoffs! Hooray!
6. Oops, I didn't mean to lose your place in the book.
7. We'll be on time if we leave here about, oh, nine o'clock.
8. Hey! That's a stop sign, not a yield sign!
9. Yikes! Is that pan hot!
10. It looks as though the pipes froze last night.
Oh dear!

EXERCISE B

Answers will vary. Sample responses are given.

11. My! You certainly took your time.
12. Yikes! That hammer just missed my foot.
13. Rosita sat down, oh, just before the bell rang.
14. I forgot my bus pass again, rats.
15. Shucks, I guess the movie should be over by now.
16. Hey, did I tell you what happened to me at the mall?
17. Here comes Daniel with, oh, my, the biggest Great Dane I have ever seen.
18. Well, I didn't think you would mind if I brought my friend.
19. I scraped my knee. Ouch!
20. Wow! That squirrel can fly!

Determining Parts of Speech, p. 61

EXERCISE A

1. The huge elephant sensed danger. [✓]
2. "She must be hungry," thought the elephant's handler. [✓]
3. He climbed down and fed her some leaves. ^{ADV}
4. Then he scrambled back to his perch. ^{PREP}
5. Suddenly a tiger sprang from the bushes. ^{ADV}
6. The tiger's claw then scraped the handler's leg. ^{ADV}
7. Man and tiger tumbled to the jungle floor. ^{CON}
8. The elephant lifted the handler with her trunk. ^{PREP}
9. The handler was badly hurt but recovered from his wounds. ^{CON}
10. Alas! He refused to enter the jungle again. ^I

EXERCISE B

11. My grandparents planned a trip to Alaska. (verb)
12. We played well, but we lost the game. (adverb)
13. Barbara lives with her parents. (preposition)
14. The hikers took off their packs and sat under the tree. (conjunction)
15. Did you climb aboard the bus? (preposition)
16. Jamal arrived early for dress rehearsal. (verb)
17. Those clouds look awfully dark to me. (adverb)
18. Did Teresa or Joseph make this birdhouse? (conjunction)
19. Well, wish us luck in the game! (interjection)
20. The puppy lay down on the examination table. (preposition)

Review A: Parts of Speech, p. 62

EXERCISE A

1. Has the lawn been mowed this week?
2. The chorus will sing a medley of Beatles hits.
3. Mr. Wauneka may be elected to the state legislature.
4. You should have phoned first.
5. Their main offices have been moved downtown.
6. The writer will proofread his latest article.
7. I have been jogging five miles a day.
8. Can you ever forgive me for that?
9. The baby is sleeping in his mother's arms.
10. Lupe would have never found her wallet without your help.

EXERCISE B

- AV, TRAN 11. I found that information in the telephone book.
- LV, INT 12. Eddie must be the fastest runner on the team.
- LV, INT 13. That bread looks moldy.
- AV, INT 14. Most birds migrate at night.
- AV, TRAN 15. We built a shelter near the edge of the forest.
- LV, INT 16. The contestants appear confident.
- AV, TRAN 17. They rescued the passengers from the capsized ferry.
- LV, INT 18. My throat feels scratchy this morning.
- LV, INT 19. We were the largest class in the history of the school.
- AV, INT 20. Do raccoons hibernate in the winter?

Review B: Parts of Speech, p. 63

EXERCISE A

1. Some kinds of opals are extremely beautiful.
2. I often go to the movies.
3. The ocean appears especially beautiful at sunrise.
4. The store window elegantly displayed coats and shoes.
5. The last grapefruit disappeared mysteriously.
6. She is particularly interested in sports.
7. Have you ever climbed a mountain?
8. Which part of this assignment would you do next?
9. No room remained at the end of the row, so everyone moved over.
10. On Sunday, the dogs in my neighborhood barked early.

EXERCISE B

11. There were only a few flowers among the weeds. ^P
12. Ouch! That waiter crashed into the swinging door! ^I ^{OP}
13. The food splattered onto the wall and floor. ^P ^{OP} ^C ^{OP}
14. After the game, the MVP award will be announced. ^P ^{OP}
15. I am doing my science project with Julio and Karen. ^P ^{OP} ^C ^{OP}
16. The forecast calls for rain, so bring your umbrella. ^P ^{OP} ^C
17. Watch for speeding cars and trucks. ^P ^{OP} ^C ^{OP}
18. Do you ride a bus or walk to school? ^C ^P ^{OP}
19. Well, I found my slippers under the couch, but I still can't find my socks. ^I ^C ^P ^{OP}

20. Not only did Lisa hit the ball past the shortstop, but she also helped win the game.

Review C: Parts of Speech, p. 64

EXERCISE A

1. Leonardo da Vinci was an Italian artist and scientist.
2. Wow! Did you know that da Vinci designed a flying machine?
3. He studied a bird's wing and modeled the flying machine on it.
4. Many of da Vinci's paintings can be viewed today in museums around the world.
5. For many years Galileo Galilei was a mathematics professor, but he left teaching to pursue scientific research.
6. Some people disagreed with his ideas and sought other explanations.
7. They believed the sun moved around the earth, but Galileo believed that the earth moved around the sun.
8. Would you have agreed with Galileo or with his opponents?
9. Galileo made his most sensational discovery when he discovered the moons of Jupiter.
10. Oh, I wasn't aware of that fact.

EXERCISE B

11. Joyce will mow the lawn either Saturday or Sunday. (*conjunction*)
12. Chinese is a language with a long history. (*verb*)
13. The room looks bare without curtains. (*preposition*)
14. Carefully he jumped over the deep puddle. (*adverb*)

15. Hey! Who wants to play softball? (*interjection*)
16. These apples should not taste so tart. (*verb*)
17. They are arguing about rules and regulations again. (*adverb*)
18. The planet Venus seems more like Earth in appearance than any other planet does. (*verb*)
19. India and Pakistan became independent states in 1947. (*conjunction*)
20. Lightning streaked across the night sky. (*preposition*)

Literary Model: Poetry, pp. 65–66

EXERCISE A

Seeks	Slides
Soothes	Lands
drums	Leans
measures	Wobbles
Raises	Wavers
Balances	Hesitates
Calms	Exasperates
Breathes	Plays
Crouches	begs
Waits	Dives
Nudges	

EXERCISE B

Answers will vary. A sample response is given.

The poet has taken one action—making a foul shot—and broken it into its component actions. Each verb vividly describes a specific part of the overall event. First, the poet describes the player's actions, allowing readers to visualize clearly the player's actions. Then, the poet describes the ball's movements just as minutely. Because each verb merely describes one small movement of the ball, the reader's attention is on the action, not the outcome. Consequently, readers are not sure what the ball will do until the very last line.

EXERCISE C

Answers will vary. A sample response is given.

The cyclist
 Small in stature
 But with legs like steel
 Hears the crack of the starting gun
 And leaps forward
 Her body and bicycle
 Are one precision machine
 She pumps her legs
 Crouches down low
 Squints her eyes against the glare
 Takes in huge lungfuls of air
 Sways bike and body around curves
 Crossing the finish line
 She slowly turns around to survey the others
 And a smile that could light up Seattle
 Is on her face

EXERCISE D

Answers will vary. Sample responses are given.

1. Are—Merge into; Is on—Spreads across
2. The verbs I used help the reader to create a mental image of what is happening. Such verbs as *pumps*, *crouches*, *squints*, and *sways* describe precisely what the cyclist's body is doing during the race. Many of these verbs are so specific that an involved reader might even slightly mimic the actions, intensifying his or her identification with the rider.

Writing Application: Skit, p. 67

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The skit is written in language that is informal and approximates speech.

1 2 3 4 5

The skit uses interjections to communicate the characters' emotions.

1 2 3 4 5

The dialogue is clear and fluid.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 4: The Phrase and the Clause, pp. 68–92

Choices: Exploring Phrases and Clauses, p. 68

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Identifying Phrases, p. 69

EXERCISE A

- | | |
|-------|--------|
| 1. P | 6. NP |
| 2. P | 7. P |
| 3. P | 8. P |
| 4. NP | 9. P |
| 5. P | 10. NP |

EXERCISE B

11. P
12. P
13. NP
14. P
15. NP

Prepositional Phrases A, p. 70

EXERCISE A

1. He read about butterflies and moths.
2. Butterflies and moths belong to the same insect group.
3. However, butterflies are different from moths.

4. Butterflies are some of the most beautiful creatures in the insect world.
5. Some giant moths can send shivers down your spine.
6. Most butterflies fly only during the day, but moths usually fly at night.
7. Many butterflies' antennae have ends that are shaped like bulbs.
8. The moth's antennae, however, do not end in knobs.
9. Like a butterfly, a moth takes different forms throughout its life cycle.
10. The caterpillars of some moths can cause damage to trees and plants.

EXERCISE B

Answers will vary. Sample responses are given.

11. I heard the report about the robbery of the bank.
12. The reporter said the robbery occurred at three o'clock.
13. According to the report, thousands of dollars were stolen.
14. A few of my friends said they heard the report, too.
15. Police arrested a suspect from a neighboring town this morning.

Prepositional Phrases B, p. 71

EXERCISE

1. Swimming in the lake was our favorite summer activity.
2. Birds chirped noisily among the branches.
3. The missing puzzle piece was hidden beneath the sofa.
4. The rain finally stopped, leaving puddles on the sidewalk.

5. The ball hit the ground just inches in front of the outfielder's glove.
6. During the concert the audience listened attentively.
7. The new highway will not be completed until next spring.
8. The cat was curled up underneath the window.
9. Nothing smells quite like a new car.
10. Above the mantelpiece was a large portrait.
11. Who is that new student sitting next to Marcia?
12. How lucky it is that we are on the same team again!
13. For my report I studied Thomas Nast.
14. The wind was blowing steadily from the west.
15. The nest had been built with twigs and grass.
16. No one may enter without a ticket.
17. The picnic will be sponsored by the drama club.
18. The snowstorm was slowly drifting toward our city.
19. After dinner we finally felt content.
20. Throughout the night noises kept him awake.

Adjective Phrases, p. 72

EXERCISE A

1. One of my sisters saw that famous Mexican woodcarver.
2. Her favorite carvings are small statues of fire dragons and other fantasy creatures.
3. Collectors around the world enjoy these imaginative Mexican woodcarvings.

4. The colors of the carvings are bright and bold.
5. Animal figures in bright green, yellow, blue, and red are common.
6. Wooden carousel animals are still a specialty of some Mexican woodcarvers.
7. Many of the carvings are exported.
8. The style of the animals, though, is clearly Mexican.
9. New generations of woodcarvers have kept the craft and the tradition alive.
10. Oaxaca was my sister's favorite part of our vacation.

EXERCISE B

11. He studied each of the pictures by John James Audubon.
12. The collection of rare photographs from the Civil War has great historical value.
13. There are many different kinds of folk remedies for hiccups.
14. The painting of sunflowers by van Gogh is a masterpiece.
15. Is the woman in this picture your grandmother from Italy?

Adverb Phrases, p. 73

EXERCISE A

1. We traveled to Nepal's capital city.
2. In Katmandu are many Buddhist shrines.
3. The city lies between Himalayan mountain peaks.
4. During our visit we saw many interesting shops and restaurants.
5. We walked slowly through narrow, crowded city streets.
6. Most people in Nepal survive by farming.

7. Extra crops are traded for kerosene, salt, and other important items.
8. In the Himalayas live the Sherpas.
9. The Sherpas are known for their special mountaineering skills.
10. During mountain-climbing trips, they guide the climbers and help carry supplies.

EXERCISE B

11. He shopped in Madrid and relaxed on the Costa Brava.
12. He went by bus from Madrid to Toledo
13. Then he visited Granada for three days.
14. At the Alhambra he saw how the Moorish rulers lived during the Middle Ages
15. Moorish influence is also evident in the architecture of Seville.

Adjective and Adverb Phrases A, p. 74

EXERCISE A

1. Ecologists study relationships between living things and their environments. ^{ADJ}
2. Ecologists worry that oil will have negative effects on Alaskan wildlife. ^{ADJ}
3. In the future, more safeguards should be required for oil tankers. ^{ADV}
4. Some of the Alaskan people depend on oil for employment. ^{ADJ}
5. Many Alaskans fear the loss of wildlife and natural resources. ^{ADJ}

EXERCISE B

6. At Delhi we changed trains. ^{ADV}
7. When the train pulled up, I stared at the steam engine. ^{ADV}
8. The smoke from the engine was thick and white. ^{ADJ}

9. The view from the little window sometimes took my breath away. ^{ADJ}
10. The dining car on the train was open. ^{ADJ}
11. However, we had already bought some food at the station. ^{ADV}
12. Friendly servers brought beverages to people's seats. ^{ADV}
13. The water in my glass was fresh and cool. ^{ADJ}
14. The rhythm of the rails soothed me. ^{ADJ}
15. Soon I rested my head against the seat and fell asleep. ^{ADV}

Adjective and Adverb Phrases B, p. 75

EXERCISE A

- ADV 1. The knights rode across the drawbridge.
- ADJ 2. Several of the king's attendants greeted them.
- ADV 3. Inside, the knights knelt before the king.
- ADV 4. They explained that they had ridden from a distant country.
- ADJ 5. They had seen a dragon with long red claws.
- ADV 6. They had shot arrows at this fierce dragon.
- ADV 7. During the battle, one knight had been injured.
- ADV 8. Respectfully the knights asked the king for help.
- ADV 9. To his attendants the king said, "Give these fine men our strongest bows, our sharpest arrows, and our swiftest horses."
- ADV 10. Each of the knights smiled and thanked the generous king.

EXERCISE B

Answers will vary. Sample responses are given.

11. A mosquito was buzzing around
my ear. (adverb phrase)
12. The new school will be located
near the mall. (adverb phrase)
13. My dog King is the best dog in
town. (adjective phrase)
14. During the summer, the Freemans went
camping. (adverb phrase)
15. The discussion of the video conference
will only take half the period. (adjective
phrase)

The Clause, p. 76

EXERCISE A

1. Three trees grow in the Wagners' front yard.
2. When I swim, I always wear goggles.
3. The Big Dipper, which is made up of seven
stars, forms part of Ursa Major.
4. Alexander the Great, who was tutored by
Aristotle, became king at the age of twenty.
5. Aaron knows the lyrics to that song by heart.
6. My dog, whose name is Buster, loves to fetch.
7. After several long delays, the movie finally
began.
8. Manuel has now read three books that were
written by J.R.R. Tolkien.
9. Bill and Michelle performed the skit that
Kevin and Jane had written.
10. When you finish that book, will you lend it
to me?

EXERCISE B

11. The wide variety of rocks can make them
an interesting subject for study.
12. Diamonds and other gems come from rocks.

13. Some people search for rocks that contain
fossils.
14. People who collect rocks and minerals as a
hobby are called "rockhounds."
15. Many rocks of interest can be found near
your home.

Independent Clauses, p. 77

EXERCISE A

1. The hikers walked until they were exhausted.
2. Has John met the family who moved in
next door?
3. Gerry needs the book that is on his shelf.
4. If you see Charlotte, please give her this
message.
5. We cannot leave yet because the play is not
finished.

EXERCISE B

6. It was built entirely by hand.
7. Parts of the wall were built as long ago as
2,500 years, but the different sections were
connected into the Great Wall about 2,200
years ago.
8. Several Chinese states began to build walls
for protection.
9. Emperor Shi Huangdi united China when
he ordered the walls to be connected.
10. The Great Wall protected the northern bor-
der; it was the first line of defense.
11. The wall worked, and invasions succeeded
only if the Chinese leaders were weak.
12. Much of the wall was in ruins when the
Ming dynasty took power in A.D. 1368.
13. The Ming government began rebuilding the
crumbling ruins in the fifteenth century,
and much of their work remains today.

14. The Great Wall is no longer needed for defense, but it has become a major tourist attraction.
15. The wall is as high as thirty-five feet, and the width can reach twenty-five feet.

Subordinate Clauses, p. 78

EXERCISE A

1. The marks that indicate the suit on playing cards are called “pips.” ^{SUB}
2. The referee was blowing his whistle, but the players didn’t hear it. ^{IND}
3. The pyramids, which were built as tombs, are among the Seven Wonders of the World. ^{SUB}
4. Aaron had to walk with crutches while his sprained ankle healed. ^{SUB}
5. Whenever the wind blew, we had to rake more leaves in the yard. ^{SUB}
6. Janet said she would study for the math test after she finishes eating lunch. ^{SUB}
7. Whoever has the missing copy of the book should return it to Room 302 this afternoon. ^{SUB}
8. Heather would like to go camping, but Gail would rather see a play. ^{IND}
9. After she talked with the foreign-exchange student, Marisa wanted to visit Italy. ^{SUB}
10. The sand that trickled through the hour-glass showed that Mario had little time left. ^{SUB}

EXERCISE B

11. When the Roman Senate renamed the month in his honor, they also added a day to it.
12. The month of July was named for Julius Caesar, who was the great-uncle of Augustus.
13. Before the Senate named him Augustus, he was called Octavian.

14. While Augustus was emperor, Roman architecture and literature reached new heights.
15. Augustus’ reign was the period that came to be called the Augustan Age, and his influence continued for nearly two hundred years.

Adjective Clauses, p. 79

EXERCISE A

1. A parable is a short story that teaches a lesson.
2. Patrick, who was born in Ireland, is spending the summer with his cousins.
3. Julia very gently cleaned the clock that had been made by her great-grandfather.
4. The secondhand shop where Teresa bought her guitar has many good values.
5. Are the fish that you catch in this lake safe to eat?
6. The squirrel, which had scared off all the birds, ate the food in the bird feeder.
7. The person whose number is called should join us on the stage.
8. Toshi, whom I had not yet called, had already heard about the study session.
9. Buildings that have stood for centuries can provide valuable knowledge.
10. Jared was showing everyone the photo in which Sean and Lori were making funny faces.

EXERCISE B

Answers will vary. Sample responses are given.

11. This type of rock, which is rather valuable, is very rare in this part of the country.
12. Evan was busy working on his research paper, which was due the next day.

13. The tree that was planted in the front yard needs trimming.

14. Mr. Turner is the sort of person who always lends a helping hand.

15. The test, which we had on Friday, was easier than Michele expected it to be.

Adverb Clauses, p. 80

EXERCISE A

1. As the rain stopped, a beautiful rainbow could be seen in the distance.
2. Will you lend me that book when you have finished it?
3. If you enjoy sports, you should come to my martial arts class.
4. Because the lead actor was ill, the understudy played the role.
5. The candidate shook hands until her fingers were numb.
6. Who is taking care of your cat while you're out of town?
7. Always proofread your work before you turn it in.
8. The dog looks silly when it chases its tail.
9. Whenever I get a lot of exercise, I sleep well at night.
10. Emily can run one hundred meters faster than her brother can.

EXERCISE B

Answers will vary. Sample responses are given.

11. The door was closed because the class was taking a test.
12. Don't bother to rake the yard until all the leaves have fallen.
13. When the geese fly south, I do, too.
14. I'll make the copies if Marshall will type the final draft.

15. You can make a telephone call as soon as the airplane lands.

Adjective and Adverb Clauses A, p. 81

EXERCISE

1. Claudia took almost two hundred pictures ^{ADV} while she was on vacation.
2. The book ^{ADV} that Jeff just finished reading is being made into a movie.
3. The person ^{ADV} whom you need to see is not available right now.
4. ^{ADV} As long as the team keeps winning, the coach will be in a good mood.
5. I'll meet you at the tennis courts ^{ADV} after I finish fixing my bike.
6. Everyone watched in silence ^{ADV} as the moon passed in front of the sun.
7. You can't earn extra credit ^{ADV} until you've completed your regular assignments.
8. The movie, ^{ADV} which was about twenty minutes too long, could have been more exciting.
9. Road crews are making repairs on Willow Street, ^{ADV} where Jeremy lives.
10. ^{ADV} If that tree does not recover soon, it will have to be cut down.
11. According to some people, ^{ADV} when the sky is red in the evening, the weather will be nice the next day.
12. Sometimes, gum is easier to remove from clothing ^{ADV} if the gum is hardened first with ice.
13. Racquetball is a fast, exciting game ^{ADV} that can be played by two, three, or four people.
14. ^{ADV} Because earthworms break down decaying matter and loosen soil, they can help plants grow.

15. Sherlock Holmes, ^{ADJ} who is probably the best-known fictional detective in the world, solved cases by observing the clues carefully.
16. ^{ADV} Since we moved into this neighborhood, the power has gone out three times.
17. Sometimes, Daniel finishes his test faster ^{ADV} than he should.
18. The fans were cheering ^{ADV} as though they had just won the national championship.
19. With a cool, silent determination that seemed to be instinctive, the kitten stalked and pounced on the ball of yarn.
20. ^{ADV} As the sun set, a feeling of peace came over the campers.

Adjective and Adverb Clauses B, p. 82

EXERCISE A

1. The Alamo was originally a Roman Catholic mission ^{ADJ} that was called San Antonio de Valero.
2. ^{ADV} When Texas declared itself independent from Mexico, General Santa Anna brought in the Mexican Army.
3. A small group, ^{ADJ} which included such famous men as James Bowie and Davy Crockett, defended the city of San Antonio.
4. Lieutenant Colonel William Barret Travis and his men retreated to the Alamo, ^{ADJ} which is in the center of San Antonio.
5. One hundred eighty-nine men held off the Mexican Army for thirteen days ^{ADV} before General Santa Anna's army stormed the mission and killed all the men there.

EXERCISE B

Answers will vary. Sample responses are given.

6. The principal, ^{ADJ} who had just flown in from San Francisco, introduced herself at the assembly. (adjective clause)
7. ^{ADV} After all the fuss was over, they all enjoyed a good laugh. (adverb clause)
8. The Washingtons spent a lot of time cleaning their house ^{ADV} because they were so proud of it. (adverb clause)
9. Katrina just bought the new album by her favorite singer, ^{ADJ} who is a personal friend of Katrina's uncle. (adjective clause)
10. ^{ADV} After we played for a while on the floor, the puppy curled up in its box for a nap. (adverb clause)

Simple and Compound Sentences, p. 83

EXERCISE A

- | | | |
|------|------|------|
| 1. S | 3. C | 5. C |
| 2. C | 4. S | |

EXERCISE B

Answers may vary slightly.

6. Keeshawn worked on the puzzle for hours, but he did not finish it.
7. My brother practices the drums every day, so he is improving.
8. Frozen orange juice is good, but I prefer fresh-squeezed.
9. Please proofread your essay; then, turn it in.
10. Nari held the kitten, and Kevin checked its paws for thorns.

Compound and Complex Sentences, p. 84

EXERCISE

- | | |
|-------------|-------------|
| 1. complex | 6. complex |
| 2. compound | 7. compound |
| 3. complex | 8. compound |
| 4. complex | 9. compound |
| 5. compound | 10. complex |

Complex and Compound-Complex Sentences, p. 85

EXERCISE

1. Richard the Lion-Hearted and John, who were both sons of Henry II, lived interesting lives. — CX
2. Richard was king for ten years, but he spent only about six months of his reign in England because he was fighting in the Crusades and with France. — CD-CX
3. While Richard was out of the country, John tried to take power. — CX
4. The legendary Robin Hood was supposedly one of the men who fought to keep the crown from John. — CX
5. After Richard died in 1199, John became king. — CX
6. King John argued both with his barons, who thought he was too dictatorial, and with church leaders, and in 1209, Pope Innocent III excommunicated him. — CD-CX
7. After John made concessions to the church, he won back the support of the pope. — CX
8. The barons still decided to rebel, after John could not regain lost territory. — CX
9. If he wanted to remain king, John would have to give his barons certain rights and limit his own power, so he signed the Magna Carta in June 1215. — CD-CX
10. Eventually, the Magna Carta served as a model for countries that wanted to protect individual rights. — CX

Identifying Kinds of Sentences, p. 86

EXERCISE

1. Lightning flashed, and thunder rumbled. — CD
2. After dinner, we played a game in the living room. — S
3. The varsity team will play as soon as the junior varsity is finished. — CX
4. The noise from the ducks in the pond was soothing. — S
5. Thirty laps is the most that I have ever swum. — CX
6. When Stephanie calls, tell her that I'll meet her in front of the movie theater. — CX
7. My sister was going to take me to dinner, but her car wouldn't start. — CD
8. Is that a new jacket, or did you borrow it from Chris? — CD
9. The movie that I want to see was at the video store, but I won't have time to watch it this weekend. — CD-CX
10. Did the package that you were expecting arrive yesterday? — CX

Review A: Phrases and Clauses, p. 87

EXERCISE A

1. As a child, Cesar Chavez lived near Yuma, Arizona.
2. He lived with his parents, brothers, and sisters.
3. In 1937, Cesar Chavez's family did not have enough money for the taxes on their farm.
4. Those in this small Mexican American community were worried and frightened.

5. In California there was work for farmworkers if they could go from one farm to another.

6. That was the time when Cesar Chavez first lived among the migrant workers.

7. Chavez became a spokesperson for poor farmworkers.

8. In 1962, he established the National Farm Workers Association.

9. He organized several boycotts of grapes and lettuce.

10. Throughout his life, Chavez focused on nonviolent action.

EXERCISE B

11. When you pack the dishes, be sure to use enough padding.

12. Some whales can hold their breath for up to two hours, but they still must come to the surface to breathe.

13. The ball went through the hoop just as the buzzer sounded.

14. The book that April was waiting for is available now.

15. Mark Twain, which was a riverboat term meaning "two fathoms" (twelve feet), was the pen name of Samuel Clemens.

16. If those plants aren't covered tonight, the frost may kill them.

17. A bird picked the crocodile's teeth clean while the crocodile sat patiently with its mouth open.

18. All of the receivers were covered, so the quarterback had to run with the ball.

19. Because a storm was predicted, the fair was postponed.

20. The play, which the students had rehearsed for six weeks, was a huge success.

Review B: Phrases and Clauses, p. 88

EXERCISE A

1. A professor from the university will be the next guest speaker.

2. Just take a little off the top.

3. A cat was napping on the car's hood.

4. Where did Jared find the information about political cartoonists?

5. Turn left at the next stop sign.

6. Nick heard and then saw three helicopters fly over his house.

7. The first of the band's five albums is Stacy's favorite.

8. Who is the new president of the student council?

9. One in five students will retake the test.

10. After the party we all cleaned the house.

EXERCISE B

11. The movie theater that is being built on this site should open in the fall.

12. If Mother calls, please give her this message.

13. Did you scream when the monster was finally shown?

14. Algebra, which was already Cesar's favorite class, was getting even more interesting.

15. Jerri set the ball to Teresa, who slammed it down for a point.

ADV 16. This car is hard to start if the temperature is below freezing.

ADJ 17. The robin that nests in our backyard just laid its eggs.

ADV 18. Wherever Maria goes, her new kitten wants to follow.

ADJ 19. Mr. Contreras has worked for the same company since the day that he graduated from college.

ADJ 20. Jeremy, whose reading of Lincoln's "Gettysburg Address" amazed us all, will represent the school at the state competition.

Review C: Sentences, p. 89

EXERCISE A

- | | | |
|-------|-------|-------|
| 1. CD | 3. S | 5. CD |
| 2. S | 4. CD | |

EXERCISE B

Answers may vary slightly. Given the complexity of this task, you may want to do Exercise B as a whole-class activity.

6. Franklin, Mario, and Vince were assigned to the same group.
7. Franklin spent summers on a farm, so Mario and Vince agreed to study nineteenth-century farm life.
8. Mario and Vince looked in the history section while Franklin checked the reference books.
9. Although we could not find many photographs, we found many drawings and descriptions.
10. Franklin collected the pictures, and Mario pasted them in place while Vince wrote the captions.

Literary Model: Description, pp. 90–91

EXERCISE A *Any ten of the following simple prepositional phrases may be included.*

of her sealskin parka
at the Arctic sun
in a lime-green sky

of six o'clock
in the morning
to the top
of a dome-shaped frost heave
of the many earth buckles
in the crackling cold
of the Arctic winter
on her stomach
across a vast lawn
of grass and moss
on the wolves

EXERCISE B

Miyax pushed back the hood of her sealskin parka and looked at the Arctic sun. It was a yellow disc in a lime-green sky, the colors of six o'clock in the evening and the time when the wolves awoke. Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Arctic winter. Lying on her stomach, she looked across a vast lawn of grass and moss and focused her attention on the wolves she had come upon two sleeps ago.

Students' explanations will vary. A sample response is given.

Without the prepositional phrases, it is almost impossible to visualize the scene. In fact, the paragraph is confusing. Without the prepositional phrases, readers don't really know what is going on. For example, when Miyax pushes back the hood, for all readers know, the hood is a car hood. Readers need the prepositional phrase *of her sealskin parka* in order to imagine what the girl looks like. Other phrases also expand basic elements of the action.

EXERCISE C

Answers will vary. A sample response is given.

The long shadow of the old barn covered Eric as he crept toward the huge doors. They were ajar and he pushed them. They opened surprisingly easily, swinging in a wide arc and

banging into something hard just out of his view. A few beams of orange twilight stabbed the darkness inside. In the beams, the dry dust of decades of hay and horses and cows and corn swirled toward the loft. He waited until the dust settled below the walls of the wooden stalls. Then, he took a step, the first in many years, inside the place where so much had happened so long ago.

EXERCISE D

Answers will vary. A sample response is given.

1. In my paragraph, prepositional phrases are primarily used to relate visual details, especially details of location. I used prepositional phrases as the “eyes” of the reader. Each time that Eric moves his eyes, a prepositional phrase gives readers details about what he is seeing.
2. It would be hard, but it would not be impossible to write an interesting opening paragraph without using prepositional phrases. A writer would need to transfer descriptive details from these phrases to adjectives and adverbs. Nouns and verbs would need to be especially vivid and specific. Details of time would need a whole sentence. Without prepositional phrases, I could not simply say “in the morning.” I would have to say, “The sun glittered above” or create a similar sentence. Thus, such a paragraph would probably have more sentences.

Writing Application: Personal Narrative, p. 92

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The narrative employs adverb phrases and clauses to convey detail.

1	2	3	4	5
---	---	---	---	---

The chronology of the story is clear.

1	2	3	4	5
---	---	---	---	---

Readers can “hear” the writer’s voice telling the story; usage is not overly formal.

1	2	3	4	5
---	---	---	---	---

The assignment is relatively free of errors in usage and mechanics.

1	2	3	4	5
---	---	---	---	---

Total Score _____

5 = highest; 1 = lowest

Chapter 5: Complements, pp. 93–109

Choices: Fishing for Complements, p. 93

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Complements, p. 94

EXERCISE

[1] Many of Tien's friends brought him birthday presents. [2] Tien's favorite present was a surprise from his father. [3] Tien's father gave him a new violin. [4] Tien's sister was already a talented violinist. [5] She could offer lessons. [6] She bought Tien a shoulder rest. [7] A shoulder rest supports the violin. [8] Tien's sister showed him the correct posture. [9] Tien held the bow correctly. [10] Tien's best friend brought him some rosin for the bowstrings. [11] Tien's sister was patient with him. [12] Tien learned the name of each string. [13] Tien practiced every morning and grew confident. [14] Scales were not difficult for him. [15] Soon he could play a simple melody. [16] Classical music sounded beautiful to Tien. [17] A neighbor became Tien's violin teacher. [18] The teacher and Tien played duets. [19] The teacher

taught Tien his part in each duet. [20] One day, Tien will become an accomplished violinist.

Direct Objects, p. 95

EXERCISE A

1. In her free time Rosalinda studies art.
2. Many artists prefer certain colors.
3. They repeat them in their paintings.
4. Van Gogh often used yellows in his paintings.
5. He painted many portraits and landscapes.
6. Van Gogh's collection of Japanese prints influenced his work.
7. Many people admire Gainsborough's paintings.
8. Blue was one of his favorite ^{none} colors.
9. He used the word in the title of one of his paintings.
10. The title is ^{none} *The Blue Boy*.

EXERCISE B

[11] Piet Mondrian was a famous Dutch artist. [12] Throughout his career Mondrian refined his geometric style. [13] He used black lines and white backgrounds in many of his paintings. [14] The lines formed rectangles or grids of various sizes. [15] Mondrian's work influenced modern architecture and graphic design.

Indirect Objects, p. 96

EXERCISE A

1. Mr. Franklin will give Carmelita his old baseball glove.
2. Tomás showed his aunts and uncles his pictures.
3. The manager gave his employees an extra day of vacation.
4. Mrs. Williams left the waiter a tip.

5. Amherst College sent my brother an application form.
6. Did Tamisha offer you some rice?
7. The director handed them their scripts for the play.
8. For Mother's Day I bought Mom a pair of earrings.
9. Coach Brooks has taught us the drill.
10. Mr. Liu sent Daryl and Mishi a CD of jazz music.

EXERCISE B

11. The principal introduced our ^{DO} guest at the assembly.
12. I quickly handed the tray to ^N Alicia.
13. The worker fed the ^{IO} penguins some fish.
14. Did Rita lend Jonah a ^{DO} pencil?
15. The kindergarten teacher assigned each ^{IO} child a partner.

Direct Objects and Indirect Objects A, p. 97

EXERCISE

1. Please don't feed the birds popcorn.
2. We gave the visitors a map of the wildlife park.
3. The park workers sent us information about the animals.
4. The director mailed my family a membership packet.
5. We sent her our application.
6. They offered free train rides for children.
7. A store clerk gave my sister and me some postcards.
8. My sister mailed a postcard to our grandmother.
9. I made my aunts and uncles gifts.
10. The dolphin trainer showed us some training methods.

11. My mother lent me her camera.
12. The clerk sold my mother some film.
13. Will you hand me the camera, please?
14. Please teach my brother and me the proper feeding techniques.
15. May I give the geese and swans food pellets?
16. The jaguar showed us its teeth.
17. The park worker offered the monkeys fruits and vegetables.
18. Will the toucan build her young a nest?
19. Our trip to the wildlife park gave me an idea for a school project.
20. My report will give the class information about endangered species.

Direct Objects and Indirect Objects B, p. 98

EXERCISE

1. The pianist practices the commonly used ^{DO} scales daily.
2. She can play numerous ^{DO} songs from memory.
3. A professional tunes her ^{DO} piano every month.
4. The piano tuner shows the ^{IO} pianist the hammers and strings inside the piano.
5. The pianist cleans the ^{DO} keys with a soft cloth.
6. She takes ^{DO} lessons once a week.
7. Her teacher gives ^{IO} her advice.
8. He also shows her proper ^{DO} technique.
9. The pianist writes down ^{DO} ideas for new songs.
10. She sends her ^{IO} teacher the new compositions.
11. Her teacher studies the ^{DO} music closely.
12. Sometimes he offers ^{IO} her suggestions for improvement.

13. The pianist might make some ^{DO} changes to the music.
14. She makes each ^{DO} decision thoughtfully.
15. Some of her compositions express ^{DO} sadness but others are joyful.
16. She gives each ^{IO} piece her full attention.
17. The pianist records each new ^{DO} composition on tape.
18. In addition, she writes every ^{DO} note on special paper.
19. She offers other ^{IO} pianists copies of the music.
20. Her hard work brings ^{IO} her great satisfaction.

Subject Complements, p. 99

EXERCISE A

- Many types of athletes must become fast runners.
- Interval training is a method of improving a runner's speed.
- Intervals are short distances.
- The athletes grow weary, but they must run the intervals as fast as possible.
- A track is a good place to practice intervals.
- Distance markers are usually visible on the track.
- Although fairly short, the distance can seem quite lengthy to a beginner.
- To new runners, interval training looks difficult.
- The training sessions are intense.
- However, most runners who use this method become faster.

EXERCISE B

- Your younger sister looks sleepy today.
- She is the captain of her soccer team.

- Was she very busy this weekend?
- Her team seemed invincible on the field.
- They became the champions of the league.

Predicate Nominatives, p. 100

EXERCISE A

- The elm is a large tree.
- Alaska became a state in 1959.
- Stamp collecting was my grandmother's hobby.
- The highest scorers in the game were Lucy and she.
- The Incredible Journey* is my favorite book.
- Latoya became a skilled gardener in no time.
- Is your cousin a mechanic?
- The two goalies this season are Juwan and he.
- My hamster is the one in the exercise wheel.
- Is he your friend?

EXERCISE B

- Today we watched a ^{DO} movie in school.
- Your wet clothes are in the ^N dryer.
- Pablo Picasso became a great ^{PN} artist.
- Long-distance running requires much ^{DO} training.
- Ms. Johnson remains our ^{PN} choice for mayor.

Predicate Adjectives, p. 101

EXERCISE A

- Is the music too loud?
- The director seemed content with our performance.
- We felt proud and happy after the game.
- The corn from your garden was delicious.

5. Suddenly the sky became cloudy.
6. That game is too difficult for a young child.
7. Was Vanessa happy with her test scores?
8. At first the puppy seemed healthy and energetic.
9. The seafood gumbo tastes spicy to me.
10. That Navajo blanket is beautiful!

EXERCISE B

11. Norway is a ^{PN}country in northern Europe.
12. The country is ^{PA}long and narrow and is shaped almost like a spoon.
13. Northern Norway is quite ^{PA}remote.
14. In the summer, the night sky is ^{PA}sunny.
15. The sun stays ^{PA}bright all night long.
16. Then, in the winter, the daytime skies are ^{PA}dark.
17. Dairy products and fish are the leading ^{PN}products of Norway.
18. Lumber and oil are ^{PA}important, too.
19. Norway's seacoast is very ^{PA}rocky.
20. The water in the Norwegian Sea is ^{PA}cold.

Predicate Nominatives and Predicate Adjectives A, p. 102

EXERCISE

1. In-line skating can be ^{PA}strenuous.
2. For many people, skating seems ^{PA}difficult.
3. Newly purchased skates should be ^{PA}comfortable.
4. In-line skating is a fun ^{PN}exercise for many people.
5. Skate rental fees are not very ^{PA}expensive.
6. A person who practices can become a good ^{PN}skater.
7. Skaters who grow ^{PA}tired might fall more often.

8. Therefore, practice sessions should remain ^{PA}short.
9. Indoor rinks are safe ^{PN}places to practice.
10. Skating on the street can be ^{PA}dangerous.
11. An experienced skater might be a good ^{PN}teacher.
12. Balance is very ^{PA}important in skating.
13. Practicing drills helps skaters feel more ^{PA}confident.
14. Some drills may look almost ^{PA}impossible, especially to beginners.
15. Squatting is one ^{PN}method of braking.
16. Braking quickly is a ^{PN}skill that requires practice.
17. Skaters feel more ^{PA}confident as they gain more control.
18. Some drills help skaters remain ^{PA}balanced.
19. Well-drilled people often become fast ^{PN}skaters.
20. A helmet is essential safety ^{PN}equipment.

Predicate Nominatives and Predicate Adjectives B, p. 103

EXERCISE A

[1] Miguel and his sister, Angelina, visited their aunt's farm in a neighborhood that was quite friendly. [2] Only the small cottage at the edge of the property was empty. [3] The cottage seemed different because no one had lived in it for eight years. [4] The neighborhood children were afraid of the cottage. [5] Some people said it was spooky. [6] Many children had heard noises that sounded eerie. [7] One day, Miguel and Angelina became curious and decided to investigate the cottage. [8] The old door seemed heavy as they slowly opened it. [9] The old kitchen smelled musty. [10] Suddenly, they heard a clicking noise that sounded odd.

- [11] The children remained still and listened.
 [12] They felt anxious, but they walked toward the noise. [13] The rooms were very dark.
 [14] Angelina heard a noise that sounded loud.
 [15] The children walked past the old, damp sofa, which smelled moldy. [16] When they saw the source of the noise, they were no longer afraid. [17] In the middle of a pile of shells sat a large gray squirrel who appeared quite upset.
 [18] The squirrel was the source of the noise.
 [19] The clicking noise no longer seemed so mysterious. [20] The story of the "ghost" squirrel is still funny to them.

EXERCISE B

Predicate adjectives and predicate nominatives will vary.

21. Fatima seems especially grouchy today.
 22. A brisk walk can be invigorating.
 23. We are still friends even though we argue sometimes.
 24. In a short time, the cocoon will become a butterfly.
 25. I think the piano sounds wonderful.

Review A: Complements, p. 104**EXERCISE A**

1. Eartha brought oranges and water to the soccer game.
 2. We bought Dad a book about the Civil War.
 3. Has Rachel mailed the invitations to her friends?
 4. You owe Ray and me an apology.
 5. Mr. Rodriguez taught us some magic tricks.
 6. Will the quarterback ever throw Julio the ball?

7. We pulled the little children on the sled.
 8. The dentist cleaned my teeth.
 9. Joyce showed Tanya and Peg her new dress.
 10. Parvis paid the clerk ten dollars.

EXERCISE B

11. Captain William Kidd became a pirate.
 12. This fresh milk tastes cold and creamy.
 13. Will this poodle be a loyal pet?
 14. Dad makes delicious blueberry muffins.
 15. The small village looked peaceful in the moonlight.
 16. That evergreen tree has long, sharp needles.
 17. Wasn't Thomas Edison a talented inventor?
 18. We were tired and hungry after raking the leaves.
 19. Ada May became the president of our club.
 20. The two leading agricultural products in our region are corn and wheat.

Review B: Complements, p. 105**EXERCISE A**

1. The kitchen felt warm and cozy.
 2. My aunt bought Ricardo and me two tickets to a play.
 3. Two popular sports in the United States are football and baseball.
 4. Collecting coins has been my hobby for several years.
 5. Will you give me a ride to the stadium?
 6. The workers have painted the fence and the barn.
 7. The first two speakers were Harold and she.
 8. Karen has passed the sandwiches to Earl.

9. Grandma has told ^{IO} us many stories about the history of our family.
10. My new sweater has pink and green ^{DO} stripes.

EXERCISE B

11. The elephant is a very large ^{PN} animal, but the giraffe is the tallest ^{PN} animal of all.
12. Yesterday I gave the ^{IO} dog and her ^{IO} puppy new rubber ^{DO} toys.
13. The pizza has too much ^{DO} sauce and seems ^{PA} too hot to me.
14. Nicolas Cage is a popular ^{PN} actor.
15. Maisie has sent my ^{IO} sister and ^{IO} me many ^{DO} cards and ^{DO} letters.
16. The performer will end the ^{DO} show with a beautiful song.
17. The audience became ^{PA} silent when the conductor raised her ^{DO} arms above her head.
18. The students in my class seemed ^{PA} happy with their test scores.
19. Roberto's pet rabbit is ^{PA} white and ^{PA} brown.
20. I am the ^{PN} captain of the baseball team and the ^{PN} co-captain of the basketball team.

Review C: Complements, p. 106

EXERCISE A

1. Two large cities in Pennsylvania are ^{PN} Philadelphia and Pittsburgh.
2. My uncle has taken his ^{DO} car to a garage for repairs.
3. The workers will give the town hall a fresh ^{DO} coat of paint.
4. The family threw my ^{IO} cousin a surprise birthday party.
5. The apple looked ^{PA} ripe and juicy.
6. Doesn't Bernice seem ^{PA} cheerful today?

7. Gina gave the ^{IO} cat a saucer of milk.
8. Please put your dirty ^{DO} clothes in the washing machine.
9. I had a ham ^{DO} sandwich and a glass of milk for lunch.
10. Diego showed Kimberly and ^{IO} me his stamp collection.

EXERCISE B

11. Danny Glover had the lead ^{DO} role in the movie.
12. Is today really your ^{PN} birthday?
13. Will our class visit the science ^{DO} museum or the natural history ^{DO} museum this year?
14. Michael has brought ^{IO} Tyrone and ^{IO} me our ^{DO} books and homework ^{DO} assignments.
15. Irving Berlin is the ^{PN} composer of many beautiful songs.
16. We should have left our ^{DO} coats and ^{DO} hats in the front hall.
17. Claude McKay was an important ^{PN} poet and ^{PN} novelist.
18. Mr. and Mrs. Sanchez gave each ^{IO} child a ^{DO} book and a ^{DO} bookmark.
19. The soil in the flowerpot seemed very ^{PA} dry.
20. The steamed vegetables look ^{PA} attractive and taste ^{PA} fresh and ^{PA} flavorful today.

Literary Model: Biography, pp. 107–108

EXERCISE A

- PN: sort, man
- PA: taller, homely, sensitive, witty, talkative, proud, famous, moody, melancholy

EXERCISE B

Responses will vary.

Predicate nominatives and predicate adjectives are the obvious form to use when describing someone. Predicate nominatives rename a person in a descriptive way, and predicate adjectives

tives provide facts about a person's appearance or personality traits.

EXERCISE C

Biographical paragraphs will vary.

As a child, Marlea Stone seemed quiet and shy, and no one who knew her then would have ever thought she would become a famous politician. She used to be so afraid of public speaking that she would pretend to be ill and stay home rather than go to school on days when she was scheduled to give a speech. She seemed fated to a career in some field that didn't involve much contact with people.

However, Stone did not stay shy and quiet for long once she started volunteering to work in a soup kitchen for the homeless when she was in high school. Her passion for helping people who were less fortunate than she finally propelled her into the limelight and forced her to overcome her fears. The economic system that allowed people to go hungry and to suffer for lack of medical care seemed unfair to her, and she determined to devote her life to changing that system.

Although in public life Senator Stone appears confident, she privately confesses that that shy little girl is still a part of her, and even now, she struggles with her timidity.

EXERCISE D

Responses will vary.

1. quiet—predicate adjective—Marlea Stone
shy—predicate adjective—Marlea Stone
politician—predicate nominative—she
afraid—predicate adjective—She
ill—predicate adjective—she
fated—predicate adjective—she

shy—predicate adjective—Stone
quiet—predicate adjective—Stone
fortunate—predicate adjective—who
unfair—predicate adjective—system
confident—predicate adjective—Senator Stone
part—predicate nominative—girl

2. The paragraphs describe my subject accurately.

Writing Application: Personal History, p. 109

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The paragraph uses linking verbs and subject complements to describe the relative.

1 2 3 4 5

The paragraph includes several interesting facts about the chosen relative.

1 2 3 4 5

The paragraph follows a clear organizational pattern chosen by the writer.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 6: Agreement, pp. 110–31

Choices: Exploring Agreement, p. 110

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Number, p. 111

EXERCISE A

- P 1. flowers
- S 2. storm
- P 3. clocks
- P 4. we
- S 5. valley
- P 6. geese
- P 7. taxes
- P 8. people
- P 9. diaries
- S 10. England
- S 11. planet
- P 12. windows
- P 13. children
- S 14. country
- S 15. it
- S 16. idea

- P 17. strawberries
- S 18. doctor
- S 19. freedom
- S 20. I

EXERCISE B

Answers will vary. Sample responses are given.

- 21. a big bear
- 22. four exciting adventures
- 23. many interesting stories
- 24. one green apple
- 25. a few tiny stones
- 26. an excellent idea
- 27. those wonderful days
- 28. twenty old carrots
- 29. another lucky guess
- 30. a funny joke
- 31. several important articles
- 32. one rare unicorn
- 33. some different thoughts
- 34. three more weeks
- 35. a bunch of grapes
- 36. a single rose
- 37. too many questions
- 38. fewer than ten marbles
- 39. millions of stars
- 40. just one strawberry

Subject and Verb Agreement A, p. 112

EXERCISE A

- S 1. The door slams.
- S 2. He has been painting the fence.
- P 3. Our forests need rain.
- S 4. Belize is a small country.
- P 5. My uncles bowl on Wednesdays.

- P 6. The radios are too loud.
- S 7. Dr. Rodriguez is writing a letter.
- P 8. The dogs were barking.
- P 9. The twins are swimming.
- S 10. Earl has been practicing.

EXERCISE B

- | | |
|----------|--------------|
| 11. is | 16. come |
| 12. are | 17. blows |
| 13. has | 18. makes |
| 14. is | 19. create |
| 15. fits | 20. controls |

Subject and Verb Agreement B, p. 113**EXERCISE A**

[1] Maria (rides, ride) her bicycle almost every day. [2] She (knows, know) how to take care of her bike. [3] Maria (oils, oil) the chain whenever it gets wet. [4] She (pumps, pump) up the tires once a week. [5] Sometimes the brakes (wears, wear) down. [6] Her cousins (knows, know) how to adjust the brakes. [7] Maria (has, have) a new helmet, too. [8] At night, she (uses, use) a headlight. [9] Reflectors (makes, make) her more visible to motorists. [10] Maria (enjoys, enjoy) riding her bicycle safely.

EXERCISE B

- | | |
|--------------|-----------|
| 11. carry | 16. help |
| 12. keeps | 17. are |
| 13. protects | 18. is |
| 14. use | 19. makes |
| 15. support | 20. want |

Phrases Between Subject and Verb, p. 114**EXERCISE A**

- The sneakers in the closet (belongs, belong) to me.
- A fan in the bleachers (was, were) waving a large banner.
- A pile of dirty dishes (is, are) in the sink.

- Many paintings by Vincent van Gogh (hangs, hang) in the art museum.
- The teacher of my science class (was, were) writing a book.
- Many houses in my neighborhood (has, have) wooden porches.
- The capital of the United States (is, are) Washington, D.C.
- The author of these short stories (has, have) written a play, too.
- The players on our team (works, work) hard.
- Five students in my school (plays, play) in a band.

EXERCISE B

[11] A popular name for Ireland is "the Emerald Isle." [12] The green rolling hills and pastures of Ireland ~~was~~ ^{were} the source of this name. [13] Many farmers in Ireland ~~raises~~ ^{raise} cattle, horses, and sheep. [14] Other farm products from the Emerald Isle include dairy products, wheat, and potatoes. [15] Shallow waters along Ireland's coastline ~~gives~~ ^{give} the country a rich supply of fish, too.

Agreement with Indefinite Pronouns A, p. 115**EXERCISE**

- S 1. Each of these apples (is, are) ripe.
- S 2. During the play, someone (was, were) whispering.
- P 3. All of the actors (knows, know) their lines.
- S 4. One of my favorite songwriters (is, are) Paul Simon.
- P 5. A few from the other class (needs, need) new textbooks.
- P 6. Some of my cousins (has, have) come to my party.

- P 7. Both of my parents (*works, work*) at the hospital.
- S 8. All of the bread (*was, were*) eaten.
- S 9. Neither of my two uncles (*speaks, speak*) French.
- P 10. This morning several (*was, were*) late.
- P 11. Most of the plants (*needs, need*) water.
- P 12. Now more of the waiters (*seems, seem*) busy.
- S 13. One of my cousins (*is, are*) on vacation.
- P 14. In the past month several in that department (*has, have*) gotten raises.
- S 15. Something about those people (*seems, seem*) suspicious to me.
- S 16. No one in the bleachers (*cheers, cheer*) more loudly than Jason.
- S 17. Most of the field (*needs, need*) mowing.
- S 18. Everyone in the club (*has, have*) read this book.
- P 19. None of the guests (*has, have*) left.
- P 20. Many of his classes (*requires, require*) homework.

Agreement with Indefinite Pronouns B, p. 116

EXERCISE

- | | |
|------------|---------------|
| 1. has | 11. have |
| 2. has | 12. needs |
| 3. use | 13. resembles |
| 4. is | 14. contain |
| 5. seem | 15. work |
| 6. are | 16. has |
| 7. is | 17. Is |
| 8. escapes | 18. are |
| 9. knows | 19. is |
| 10. needs | 20. Does |

Compound Subjects, p. 117

EXERCISE A

- | | |
|----------|-----------|
| 1. live | 6. were |
| 2. is | 7. wants |
| 3. stand | 8. washes |
| 4. are | 9. help |
| 5. know | 10. are |

EXERCISE B

- | | |
|---------|-------------|
| 11. are | 14. provide |
| 12. is | 15. affects |
| 13. is | |

Subject After the Verb, p. 118

EXERCISE

1. (*Has, Have*) your neighbors moved to Phoenix yet?
2. There (*is, are*) fifty states in the United States.
3. (*Here's, Here are*) the train to Culver City.

4. (*Is, Are*) the loaves of bread in the oven?
5. (*Here's, Here are*) the cans of paint for your project.
6. (*There's, There are*) more bananas in the fruit basket.
7. (*Was, Were*) your parents born in Sweden?
8. Where (*has, have*) they gone for their picnic?
9. (*Has, Have*) Marie and Nina looked at the map?
10. (*There's, There are*) a library and a bus stop near my house.
11. (*Has, Have*) Hiromi opened her birthday presents?
12. (*Here's, Here are*) a gift for Hiromi.
13. (*Is, Are*) you going to guess what it is?
14. Where (*has, have*) she put the other gifts?
15. (*Does, Do*) you like your new doll?
16. (*Is, Are*) they going to give the doll a name?
17. (*There's, There are*) an extra dress for the doll.
18. (*Has, Have*) her friends seen her other presents yet?
19. (*Has, Have*) I shown you how to play this game?
20. (*Was, Were*) we late for the party?

Don't and Doesn't, p. 119

EXERCISE

- | | |
|-------------|-------------|
| 1. don't | 11. doesn't |
| 2. doesn't | 12. don't |
| 3. don't | 13. doesn't |
| 4. don't | 14. don't |
| 5. don't | 15. Doesn't |
| 6. doesn't | 16. don't |
| 7. doesn't | 17. Don't |
| 8. don't | 18. don't |
| 9. doesn't | 19. Don't |
| 10. doesn't | 20. doesn't |

Agreement of Pronoun and Antecedent A, p. 120

EXERCISE A

- | | |
|----------|---------------|
| 1. his | 6. she |
| 2. her | 7. their |
| 3. their | 8. his or her |
| 4. it | 9. them |
| 5. their | 10. it |

EXERCISE B

11. her
12. them
13. them
14. it
15. them

Agreement of Pronoun and Antecedent B, p. 121

EXERCISE A

1. Uncle Dave had an extra ticket, so (*he, she*) gave it to Marshall.
2. The oak tree in the backyard had lost most of (*his, its*) leaves.
3. Sharon was eating lunch with (*her, his or her*) friends.
4. The wasp returned to (*her, its*) nest.
5. Each student brought (*his, his or her*) poster to the game.

EXERCISE B

Pronouns in some sentences will vary.

- | | |
|----------|----------------|
| 6. his | 11. their |
| 7. their | 12. his |
| 8. they | 13. his or her |
| 9. his | 14. he and I |
| 10. it | 15. its |

Indefinite Pronouns as Antecedents, p. 122

EXERCISE

- | | |
|----------------|----------------|
| 1. his or her | 11. their |
| 2. its | 12. its |
| 3. their | 13. his or her |
| 4. its | 14. its |
| 5. his or her | 15. its |
| 6. her | 16. his |
| 7. his or her | 17. their |
| 8. her | 18. their |
| 9. its | 19. her |
| 10. his or her | 20. its |

Antecedents Joined by *Or*, *Nor*, or *And*, p. 123

EXERCISE A

- Amelia or Amanda will read her^S report first.
- Yolanda and Jaime found their^P dictionaries.
- Neither my mother nor my aunt brought her^S umbrella.
- The bus driver and the students clapped their^P hands.
- Neither Bill nor Todd used his^S baseball glove today.

EXERCISE B

- | | |
|---------------|-----------|
| 6. they | 11. his |
| 7. they | 12. their |
| 8. his or her | 13. its |
| 9. their | 14. he |
| 10. its | 15. her |

Review A: Subject-Verb Agreement, p. 124

EXERCISE A

- | | |
|------|-------|
| 1. P | 6. S |
| 2. S | 7. P |
| 3. S | 8. S |
| 4. P | 9. P |
| 5. S | 10. S |

EXERCISE B

- Most of my work (is, are) finished.
- Songs from the movie (has, have) been on my mind all day.
- Either his grandparents or his father (comes, come) from Japan.
- (There's, There are) two big trucks parked out front.
- Our trip to the western states (begins, begin) tomorrow.
- Lucia and Marcus (lives, live) on a farm.
- Many of the citizens (agrees, agree) with the mayor.
- (Is, Are) there some empty seats up front?
- It (doesn't, don't) really matter.
- Either the Germans or the Italians (is, are) playing soccer tomorrow.

Review B: Pronoun-Antecedent Agreement, p. 125

EXERCISE

- | | |
|---------------|----------------|
| 1. his or her | 14. his or her |
| 2. its | 15. their |
| 3. their | 16. its |
| 4. her | 17. their |
| 5. its | 18. their |
| 6. their | 19. its |
| 7. his or her | 20. their |
| 8. it | 21. their |
| 9. their | 22. his or her |
| 10. its | 23. their |
| 11. their | 24. her |
| 12. her | 25. they |
| 13. their | |

Review C: Agreement, p. 126

EXERCISE A

- The bowl of strawberries (looks, look) delicious.

2. Neither you nor he (is, are) strong enough to move that boulder.
3. Members of the club (writes, write) stories for the newspaper.
4. Two cars and a bus (was, were) stopped at the traffic light.
5. Some of the dancers (is, are) in the show.
6. Most of the apartment (needs, need) cleaning.
7. The play about the gods and the goddesses of Greece (opens, open) today.
8. Everybody in the two competing schools (was, were) eager for the game.
9. The fenders and the bumper (was, were) dented.
10. The colors in the material (has, have) faded.

EXERCISE B

- | | |
|-----------|----------------|
| 11. it | 16. her |
| 12. its | 17. her |
| 13. their | 18. his or her |
| 14. her | 19. their |
| 15. their | 20. its |

Review D: Agreement, p. 127**EXERCISE A**

- | | |
|--------------|---------|
| 1. Has | 6. Has |
| 2. know | 7. Do |
| 3. There are | 8. is |
| 4. doesn't | 9. are |
| 5. have | 10. has |

EXERCISE B

- | | |
|----------------|-----------|
| 11. its | 16. its |
| 12. their | 17. their |
| 13. his or her | 18. its |
| 14. their | 19. their |
| 15. her | 20. her |

Proofreading Application: Speech, p. 128

Thanks to our sponsor, we ~~has~~^{have} a first-class production for you tonight. I and the entire cast of *Lazy Days* ~~offers~~^{offer} our thanks to our sponsor. Flappy Fabrics ~~has~~^{has} donated all the cloth for our costumes. Mr. Clement and his daughter Lisa have given us ~~his and her~~^{their} assistance throughout the production. Either Lisa Clement or her assistant Mary shared ~~their~~^{her} design skills with our students. Moreover, Mr. Clement and Lisa Clement have graciously given ~~his or her~~^{their} time to us. The ones who made this production possible ~~was~~^{were} they. All of the costumes in this play ~~is~~^{are} the product of our sponsor's hard work. Each of us gives our thanks to Flappy Fabrics. Several of the cast have created an award for Flappy Fabrics, and ~~he or she~~^{they} would like to present it now.

Literary Model: Poetry, pp. 129–30**EXERCISE A**

he, his

EXERCISE B

Responses will vary.

1. I would use feminine gender pronouns such as *she* and *her*, or sometimes neuter pronouns such as *it* and *its*.
2. Yes. The poet is personifying the sea as a dog. I think he wants us to see the sea as a creature with a will of its own, a masculine, wild, canine character.

EXERCISE C

Poems will vary. A sample response is given.

The stone sits and bides her time.

For eons she waits,

Her body slowly becoming smooth and rounded,

Her ancient wisdom growing.

She waits to answer the questions

That no one knows to ask.

EXERCISE D

Responses will vary.

1. a stone
2. The stone is like an ancient, wise grandmother who has knowledge and resources that no one asks about.

Writing Application: Bulletin Board Display, p. 131

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Each paragraph clearly and directly describes a useful study skill.

1 2 3 4 5

Indefinite pronouns are used to stress the universal applicability of the study skills.

1 2 3 4 5

The paragraphs employ formal, correct pronoun-antecedent agreement.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 7: Using Verbs Correctly, pp. 132–53

Choices: Exploring Verbs, p. 132

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Identifying the Principal Parts of Verbs, p. 133

EXERCISE A

1. All of the balloons on the string popped^{past} except two.
2. Do you want^{base form} to buy those books?
3. Daniel's dog is following^{present participle} the trail to the river's edge.
4. For thirty years the noon whistle has blown^{past participle} exactly on time.
5. The players have challenged^{past participle} their parents to a game of soccer.

EXERCISE B

- past 6. reported
- future 7. will write
- future 8. will have played
- past 9. happened
- present 10. sees
- past 11. have looked
- present 12. chooses

- present 13. is taking
- past 14. has called
- future 15. will swim

Using Regular Verbs, p. 134

EXERCISE A

1. landed
2. planning

3. supported
4. saddling
5. spotted

EXERCISE B

6. enjoyed
7. decided
8. purchased
9. learned
10. collected

11. nailed
12. explained
13. discovered
14. noticing
15. encouraging

Using Irregular Verbs A, p. 135

EXERCISE A

1. come
2. broken
3. begun
4. knew
5. flown

6. began
7. saw
8. froze
9. went
10. gave

EXERCISE B

11. written
12. hurt
13. become

14. took
15. brought

Using Irregular Verbs B, p. 136

EXERCISE

1. drove
2. sang
3. took
4. brought
5. hurt
6. gave
7. did
8. wore
9. wrote
10. held

11. kept
12. said
13. saw
14. got
15. blew
16. brought
17. bought
18. froze
19. stood
20. caught

Using Irregular Verbs C, p. 137

EXERCISE

1. become
2. begun

3. chosen
4. run

- | | |
|-----------|-------------|
| 5. sent | 13. ridden |
| 6. stolen | 14. fallen |
| 7. read | 15. drawn |
| 8. seen | 16. given |
| 9. told | 17. written |
| 10. lost | 18. spoken |
| 11. grown | 19. torn |
| 12. swum | 20. sung |

Using Irregular Verbs D, p. 138

EXERCISE A

- | | |
|-----------|-----------|
| 1. known | 6. saw |
| 2. became | 7. said |
| 3. began | 8. seen |
| 4. gone | 9. went |
| 5. ridden | 10. drove |

EXERCISE B

- | | |
|-----------|------------|
| 11. threw | 14. took |
| 12. worn | 15. shrunk |
| 13. sunk | |

Using Irregular Verbs E, p. 139

EXERCISE A

- | | |
|----------|----------|
| 1. drove | 6. began |
| 2. led | 7. run |
| 3. gone | 8. found |
| 4. seen | 9. drew |
| 5. chose | 10. fell |

EXERCISE B

- | | |
|-------------|------------|
| 11. felt | 16. know |
| 12. known | 17. taught |
| 13. written | 18. heard |
| 14. drew | 19. have |
| 15. said | 20. find |

Identifying Tense, p. 140

- past perfect
- past progressive
- past
- present perfect progressive
- present perfect
- present
- present

- present
- past perfect
- past
- past progressive
- present
- past
- past perfect
- past
- past perfect
- past perfect
- present perfect
- future
- future perfect

Using Tense Consistently, p. 141

EXERCISE

- | | |
|--------------|---------------|
| 1. ran | 11. gave |
| 2. sent | 12. learned |
| 3. drunk | 13. danced |
| 4. hid | 14. ran |
| 5. turned | 15. fell |
| 6. fall | 16. discussed |
| 7. empties | 17. imitates |
| 8. became | 18. sleeps |
| 9. destroyed | 19. knocked |
| 10. feeds | 20. removed |

Using Sit and Set, p. 142

EXERCISE A

- | | |
|------------|------------|
| 1. sat | 6. set |
| 2. setting | 7. sat |
| 3. set | 8. sitting |
| 4. sat | 9. sits |
| 5. set | 10. set |

EXERCISE B

- | | |
|-------------|-------------|
| 11. sets | 14. Set |
| 12. sitting | 15. sitting |
| 13. sat | |

Using Rise and Raise, p. 143

EXERCISE A

- | | |
|------------|-----------|
| 1. raised | 3. rise |
| 2. raising | 4. raised |

5. raised
6. risen
7. rises

EXERCISE B

11. risen
12. raised [*or* raises]
13. rose
14. rose
15. raised

Using Lie and Lay, p. 144**EXERCISE A**

- | | |
|---------|----------|
| 1. lay | 6. lying |
| 2. lay | 7. lay |
| 3. laid | 8. lain |
| 4. lie | 9. laid |
| 5. lay | 10. lain |

EXERCISE B

- | | |
|-----------|------------|
| 11. lying | 14. laid |
| 12. lain | 15. laying |
| 13. lay | |

Six Confusing Verbs, p. 145**EXERCISE**

- | | |
|------------|-------------|
| 1. set | 11. sitting |
| 2. raise | 12. rise |
| 3. lies | 13. laid |
| 4. laid | 14. lying |
| 5. rise | 15. rose |
| 6. sitting | 16. set |
| 7. raised | 17. risen |
| 8. lain | 18. lying |
| 9. lying | 19. set |
| 10. sat | 20. raised |

Review A: Using Regular and Irregular Verb Forms, p. 146**EXERCISE A**

- | | |
|---------------|-------------|
| 1. roared | 6. creating |
| 2. collecting | 7. rebelled |
| 3. following | 8. lived |
| 4. planned | 9. traveled |
| 5. served | 10. moving |

8. rising
9. rose
10. raised

EXERCISE B

- | | |
|------------|------------|
| 11. done | 16. made |
| 12. broke | 17. chosen |
| 13. fallen | 18. drove |
| 14. gone | 19. hurt |
| 15. begun | 20. seen |

Review B: Tense, p. 147**EXERCISE A**

1. past
2. present perfect progressive
3. past
4. present
5. present perfect
6. present perfect
7. future
8. present
9. future perfect
10. future progressive

EXERCISE B

11. drove
12. had begun
13. rang
14. have chosen
15. will have studied

Review C: Writing Correct Verb Forms, p. 148**EXERCISE**

- | | |
|--------------------------------|--------------|
| 1. dreamed [<i>or</i> dreamt] | 14. planned |
| 2. bought | 15. chosen |
| 3. drank | 16. lived |
| 4. supposed | 17. ate |
| 5. arriving | 18. put |
| 6. sunk | 19. happened |
| 7. taken | 20. learning |
| 8. danced | 21. went |
| 9. frozen | 22. sang |
| 10. chewing | 23. brought |
| 11. grown | 24. opening |
| 12. saw | 25. knew |
| 13. spoken | |

Review D: Using Correct Verb Forms, p. 149

EXERCISE A

- | | |
|----------|----------|
| 1. lost | 6. laid |
| 2. blew | 7. eaten |
| 3. swum | 8. rose |
| 4. set | 9. given |
| 5. risen | 10. set |

EXERCISE B

- | | |
|------------|-------------|
| 11. frozen | 16. ridden |
| 12. lain | 17. swam |
| 13. burst | 18. brought |
| 14. sat | 19. rose |
| 15. went | 20. thrown |

Proofreading Application: Lab Report, p. 150

We ~~taken~~^{took} bean seeds and planted them in three trays with soil and water. We ~~putted~~^{put} one tray (X) in the freezer. However, we had ~~given~~^{gave} the other two trays (Y and Z) a place in a warm closet. After two days, we ~~seen~~^{saw} that trays Y and Z all had seedlings. We ~~made~~^{made} a place in the freezer for tray Y and its tiny seedlings.

After five days, we ~~will bring~~^{brought} all the trays out. Apparently, the seeds in tray X had ~~froze~~^{frozen} and had not grown at all. In tray Y, too much cold had ~~hurt~~^{hurt} the growth of the seedlings. The growing seedlings had ~~shrank~~^{shrunk}. However, tray Z in the warm closet ~~done~~^{did} quite well.

Literary Model: Using Verb Tenses in Poetry, pp. 151–52

EXERCISE A

- | | |
|----------------|------------------|
| 1. past tense | 3. present tense |
| 2. Grandfather | 4. the speaker |

EXERCISE B

Responses will vary. A sample response is given.

The speaker uses past tense in the description

of the character Grandfather and then uses present tense in describing his own reflections. The use of both tenses creates a contrast between the simple times of the past and the speaker's feelings about the present.

EXERCISE C

Poems will vary.

Nettie baked bread.

She threw herself headlong into her passions:

Sewing, knitting, painting.

She lived enough for at least two people.

She knew what she wanted, and she got it.

Now I think about her and wonder where in
the past two generations

All that determination went.

I flounder, confused, trying to gain a fraction of
The clarity she possessed.

EXERCISE D

Responses will vary.

If I wrote the poem entirely in the present tense, I don't think it would make sense because it wouldn't be clear that the character Nettie is someone from the past. If I wrote the poem entirely in the past tense, it might make sense, but the contrast between the past and present would be lost, and the poem would lose some of its power.

Writing Application: Newspaper Article, p. 153

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The article contains five irregular verbs used correctly.

1 2 3 4 5

The article provides adequate coverage of the event and answers the *5W/How?* questions.

1 2 3 4 5

The shift from first to second paragraph occurs at a logical point in the action.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 8: Using Pronouns Correctly, pp. 154–70

Choices: Pronouns in Everyday Life, p. 154

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Forms of Personal Pronouns, p. 155

EXERCISE A

- | | |
|--------|---------|
| 1. POS | 6. SUB |
| 2. SUB | 7. POS |
| 3. OBJ | 8. POS |
| 4. SUB | 9. OBJ |
| 5. OBJ | 10. SUB |

EXERCISE B

- During the safety drill, the captain threw ^{OBJ} them life jackets.
- ^{SUB} I screamed loudly and then jumped for joy.
- Did ^{SUB} they search for gold all month?
- ^{POS} His beard and eyebrows were flecked with gray hairs.
- The cheers and applause, which came suddenly, pleased ^{OBJ} her.

Using the Subject Form A, p. 156

EXERCISE A

- | | |
|---------|------------|
| 1. they | 6. I |
| 2. they | 7. he |
| 3. I | 8. They; I |
| 4. we | 9. they |
| 5. we | 10. she |

EXERCISE B

- ~~The soldiers~~ ^{They} saddled their horses at once.
- Before the race, Kara and ~~her brother~~ ^{he} warmed up.
- The owner of that cat is Davie or ~~Susan~~ ^{she}.
- Was that ~~Clara and Salim~~ ^{they} in the black truck?
- After lunch, Dad and ~~my sister and I~~ ^{we} headed to the lake.

Using the Subject Form B, p. 157

EXERCISE A

- The senders of these flowers were my cousin and ~~me~~ ^I.
- Mario and ~~us~~ ^{we} are the best volleyball players.
- Kendrick and ~~her~~ ^{she} will be the team captains for the kickball game.
- C
- The students who come first alphabetically are Nelson Abbott, Jill Abu-Rayyan, and ~~him~~ ^{he}.
- Yes, it is ~~me~~ ^I, your loyal friend.
- C
- The winner of the debate tournament will likely be ~~him~~ ^{he}.
- Was the woman at the next booth really ~~her?~~ ^{she}.
- The lucky children who get to name our family's new dog will be ~~them~~ ^{they}.

EXERCISE B

Answers will vary. Sample responses are given.

- | | |
|----------|--------|
| 11. they | 14. we |
| 12. she | 15. I |
| 13. he | |

Using the Object Form A, p. 158**EXERCISE A**

1. I sold Willis and ^{IO}them my baseball cards.
2. The large bean burrito was shared by Lou and ^{OP}her.
3. Fiona will take ^{DO}us to the game.
4. We were thankful that the principal supported Susana and ^{DO}me.
5. The Red Cross worker wrapped a blanket around ^{OP}him.

EXERCISE B

- | | |
|--------|----------|
| 6. us | 11. them |
| 7. him | 12. us |
| 8. us | 13. her |
| 9. me | 14. them |
| 10. me | 15. her |

Using the Object Form B, p. 159**EXERCISE A**

1. The clerk directed ^{DO}them to the back of the store.
2. My birthday gift from Aunt Lulu and ^{OP}him was a new bike helmet.
3. Mr. Lopez gave Beth and ^{IO}me some fresh challah bread.
4. Will you apologize to ^{OP}them or not?
5. Last weekend Shara lent ^{IO}me her softball mitt.

EXERCISE B

Answers will vary. Sample responses are given.

- | | |
|---------|-------------|
| 6. me | 11. her; me |
| 7. us | 12. her |
| 8. them | 13. them |
| 9. him | 14. us |
| 10. me | 15. him |

Subject Form and Object Form Pronouns A, p. 160**EXERCISE A**

1. At the park last weekend, both ^{she}~~Kendra~~ and ^{he}~~Ian~~ flew kites in the city competition.
2. My aunt enjoys cooking homemade lasagna and watching videos with ^{us}~~Uncle Marshall and me~~.
3. ^{we}~~My brother, my sister, my parents, and I~~ got to camp at Yosemite National Park.
4. I have decided, Coach, that I would make a great partner for ^{her}~~LaTonya~~ in the tournament.
5. When will ^{they}~~Jacob and Ginger~~ be ready to turn in their report?

EXERCISE B

6. Am I supposed to share this salad with ^{him}~~he~~?
7. That company sends Sharon and ^{me}~~I~~ junk mail all the time.
8. C
9. After my brother and ^I~~me~~ got into an argument, Mom divided the food between us.
10. Our favorite movie personality is ^{he}~~him~~.
11. The students who stood in line to get good seats are ^{they}~~them~~.

12. His teacher brought Kim and ~~he~~^{him} presents from the class.
13. C
14. The association hired Ali and ~~she~~^{her} as interns for their outreach program.
15. Are your favorite songs from the soundtrack ~~them~~^{they}?

Subject Form and Object Form Pronouns B, p. 161

EXERCISE

1. After searching for five minutes, we found ~~(he, him)~~^{DO} in the literature section of the bookstore.
2. "Hello? Yes, this is ~~(she, her)~~^{PN}."
3. When Mia Hamm stole the ball, the crowd gave ~~(she, her)~~^{IO} a cheer.
4. It was an unknown scientist who discovered ~~(they, them)~~^{DO} in the ground.
5. Even Martina and ~~(we, us)~~^{SUB} were surprised to hear about a special type of worm that lives in a cave and glows in the dark.
6. The drama club will be giving both Albert and ~~(I, me)~~^{IO} a prize for winning the dramatic interpretation contest.
7. The three of us who signed up for the computer class are Terry, Jen, and ~~(I, me)~~^{PN}.
8. According to ~~(they, them)~~^{OP}, we will get more snow than we did last year.
9. In *The Wizard of Oz*, she and ~~(they, them)~~^{SUB} will play the part of the flying monkeys.
10. About an hour ago, Mr. Ochoa came in and asked ~~(we, us)~~^{IO} an important question.

Who and Whom, p. 162

EXERCISE A

- | | |
|---------|----------|
| 1. Whom | 6. Who |
| 2. whom | 7. who |
| 3. Who | 8. whom |
| 4. Whom | 9. Who |
| 5. Who | 10. whom |

EXERCISE B

- | | |
|----------|----------|
| 11. Who | 14. whom |
| 12. Whom | 15. Whom |
| 13. Who | |

Pronouns with Appositives, p. 163

EXERCISE A

- | | |
|-------|--------|
| 1. we | 6. us |
| 2. us | 7. us |
| 3. us | 8. us |
| 4. we | 9. We |
| 5. we | 10. us |

EXERCISE B

11. C
12. Mr. Hirota showed ~~we~~^{US} teachers the game of Go.
13. ~~Us~~^{We} plant lovers admired the beautiful garden.
14. After lunch the host led ~~we~~^{US} visitors around the grounds.
15. C

Review A: Using Pronouns Correctly, p. 164

EXERCISE A

1. My eyes were straining as I saw ~~him~~^{DO} in the crowd.
2. Grandma made Sara and ~~him~~^{IO} a quilt.
3. The best prepared students should be ~~we~~^{PN}.
4. Do you know ~~them~~^{DO}?
5. Now Ted and ~~they~~^{SUB} have colds.

6. Ann's father showed ^{IO} her the computer and software.
7. The tent fell on top of ^{OP} us.
8. In the afternoon ^{SUB} we mowed the neighbors' lawn.
9. The bus left without Reiko and ^{OP} me.
10. The winners of the essay contest were Alice and ^{PN} he.

EXERCISE B

- | | |
|----------|----------|
| 11. me | 16. us |
| 12. I | 17. he |
| 13. them | 18. they |
| 14. I | 19. he |
| 15. her | 20. us |

Review B: Using Pronouns Correctly, p. 165**EXERCISE A**

- | | |
|---------|-------|
| 1. him | 6. we |
| 2. she | 7. me |
| 3. they | 8. I |
| 4. us | 9. me |
| 5. her | 10. I |

EXERCISE B

11. Please bring ^{US} we runners some cool water.
12. From ^{whom} who did you receive that gift?
13. They often give material for costumes to ^C us drama club members.
14. To ^{whom} who shall I give this package?
15. ^C Who knows the answer to that question?
16. ^{We} us musicians can practice with them later.
17. The two remaining contestants were ^C we students from Detroit.
18. ^C Whom will you stay with during your vacation?
19. She gave ^{US} we players our photographs.
20. ^{whom} who can I ask for help?

Review C: Using Pronouns Correctly, p. 166**EXERCISE**

- | | |
|----------|----------|
| 1. us | 14. she |
| 2. him | 15. him |
| 3. she | 16. Who |
| 4. them | 17. we |
| 5. We | 18. her |
| 6. Whom | 19. I |
| 7. me | 20. us |
| 8. us | 21. Whom |
| 9. she | 22. me |
| 10. Whom | 23. me |
| 11. we | 24. us |
| 12. them | 25. Whom |
| 13. me | |

Proofreading Application: Captions, p. 167

We meet her secretary and ^{her} ~~she~~.

Lisa explains to a council member and ^{them} ~~they~~ the problems of student bus riders.

The mayor and ^{they} ~~them~~ listen carefully.

Jerry and I give the mayor and ^{them} ~~they~~ our letters.

The mayor asks Lisa and ^{me} ~~I~~ a question or two.

^{whom} ~~Who~~ will they listen to?

^{who} ~~Whom~~ is having a problem with the bus schedules?

The bus schedules could be more convenient for ^{us} ~~we~~ students.

Thanks to the mayor and them, ^{us} ~~we~~ students will not be late for school any more.

The answer to our problem was the mayor and ^{he} ~~him~~.

Literary Model: Poetry, pp. 168–69

EXERCISE A

her; 1; possessive form
she; 3; subject form
her; 5; possessive form
her; 5; possessive form
her; 5; possessive form
her; 6; object form
her; 8; possessive form
she; 12; subject form
her; 13; possessive form

EXERCISE B

Answers will vary. A sample response is given.

One of the points the author is making is that the woman is almost invisible to her customers—that they pay attention to the crafts she has made and is selling, but not to the person herself. By keeping the woman’s identity anonymous and using only *she* and *her* to talk about her, the author has emphasized even more how no one really sees or values the woman as a person.

EXERCISE C

Answers will vary. A sample response is given.

His ears back,
his hooves beat the ground low.
The trees that grow
grew when he was born.
His trees.
The sun that shines
shone from his first day
for him.
The grass is his from long ago.
Let snow fall, wind blow,
he will stay
just so.

EXERCISE D

Answers will vary. Sample responses are given.

1. The use of personal pronouns enables readers to identify easily with the animal in the poem. With little direct identification of the animal, there is little to prevent readers from seeing themselves in his place. In other words, the personal pronouns with no clear antecedent make it easy for readers to experience the emotional impact of the images.
2. No, because a writer who uses many personal pronouns runs the risk of confusing the reader. The reader may not be able to keep up with who or what is the antecedent of each pronoun. Moreover, the repetition of pronouns may be boring to readers.

Writing Application: Letter, p. 170

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The letter uses *who*, *whom*, and two appositives with pronouns correctly.

1 2 3 4 5

The letter describes a children’s book specifically and enthusiastically.

1 2 3 4 5

The letter uses standard format and is appropriately polite in tone.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 9: Using Modifiers Correctly, pp. 171–98

Choices: Exploring Modifiers, p. 171

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

One-Word Modifiers, p. 172

EXERCISE A

[1] Su-Jan and her family took a memorable vacation to Washington. [2] They bought a map and enthusiastically looked for places to visit. [3] Su-Jan wanted to see the tall Space Needle. [4] She took a photograph of the unique structure. [5] "We should take a ferry to Vancouver," said Su-Jan excitedly. [6] The family boarded a ferry and enjoyed the magnificent view of the water. [7] "If we return quickly, we can visit the markets," she thought. [8] After the visit to Vancouver, the family went to visit an outdoor market. [9] They bought beautiful souvenirs. [10] "We should visit Seattle often," remarked Su-Jan.

EXERCISE B

Answers will vary. Sample answers are given.

- | | |
|---------------|---------------|
| 11. fragrant | 14. extremely |
| 12. nimbly | 15. happily |
| 13. wonderful | |

Phrases Used as Modifiers, p. 173

EXERCISE

1. The boy on the swing is my brother.
2. Where can we find a book of African folk tales?
3. They applauded after the performance.
4. We found the key to the chest.
5. A singer with a high voice is called a soprano.
6. She ate her meal with chopsticks.
7. The argument over the final score was finally settled.
8. They left this morning without me.
9. The opossum hid quietly behind the log.
10. My mom says, "Never eat snacks before dinner."
11. Everyone gasped as the horse galloped around the barrels.
12. The pig with the spots snorted several times.
13. Neither of us arrived before supper.
14. She cut the silhouettes from construction paper.
15. The player in the middle is the best.
16. They played outside in the rain.
17. Beneath the porch, the dogs lounged in the shade.
18. The girl in the picture is my sister.
19. Every song on the CD is fabulous.
20. Cactus was one of my favorite dishes.

Clauses Used as Modifiers, p. 174

EXERCISE

1. Before I went to the movie, I read the reviews.

2. Vicky, who just moved here, will be our pitcher.
3. The magazine that I was looking for was under the couch.
4. Since I have started studying each afternoon, I am making better grades.
5. We learned that the substitute teacher who was here last week is from Toronto.
6. Because he was tired, he took a long nap.
7. She exercises after she gets home from school.
8. The storm that we heard about is moving toward the west.
9. When Pablo won the tennis match, he was very happy.
10. Did you see the play that our class wrote?
11. After I dance, I usually feel better.
12. Annie, who won tickets to the rodeo, enjoyed seeing the horses.
13. Milk, which is a good source of calcium, helps strengthen bones.
14. Because he tried so hard, he usually succeeded.
15. Luzelle watched the stingray which swam just below the surface of the water.
16. Since I learned how to do math, I've enjoyed it a lot more.
17. One of the pictures that he painted is hanging on the wall.
18. The woman who wore glasses was the one who made the muffins.
19. Spoons and plates clattered to the floor when she dropped the tray.
20. Ice hockey, which is popular here, soon became Paul's favorite sport.

Words, Phrases, and Clauses Used as Modifiers, p. 175

EXERCISE A

[1] Jillian's father kindly gave her a wonderful gift. [2] Because she was very responsible, he let her pick out a bird. [3] Jillian preferred birds that are very social. [4] In a number of books, she read about different types of birds. [5] She chose a cockatoo that was very intelligent and talkative. [6] The cockatoo had a yellow crest. [7] Jillian bought a cage with several perches. [8] When she returned with the bird, her father gave her supplies that she would need. [9] She fed the cockatoo a nutritious diet. [10] The cockatoo, which Jillian named Ludwig, charmed everyone.

EXERCISE B

Modifiers will vary. Sample answers are given.

11. from our school
12. noisily
13. who lives next door to us
14. into the kitchen
15. because I wasn't sure I had all the facts

Regular Comparisons, p. 176

EXERCISE Some answers may vary.

	COMPARATIVE	SUPERLATIVE
1. careful	more careful	most careful
2. bright	brighter	brightest
3. colorful	more colorful	most colorful
4. shiny	shinier	shiniest
5. slowly	more slowly	most slowly
6. peacefully	more peacefully	most peacefully
7. calm	calmer	calmest
8. quickly	more quickly	most quickly
9. loud	louder	loudest
10. cheerfully	more cheerfully	most cheerfully
11. dedicated	more dedicated	most dedicated

12. quietly	<u>more quietly</u>	<u>most quietly</u>
13. rudely	<u>more rudely</u>	<u>most rudely</u>
14. old	<u>older</u>	<u>oldest</u>
15. honest	<u>more honest</u>	<u>most honest</u>
16. loyal	<u>more loyal</u>	<u>most loyal</u>
17. firmly	<u>more firmly</u>	<u>most firmly</u>
18. rich	<u>richer</u>	<u>richest</u>
19. sloppily	<u>more sloppily</u>	<u>most sloppily</u>
20. dimly	<u>more dimly</u>	<u>most dimly</u>

Irregular Comparisons, p. 177

EXERCISE

- Jana is the best skater in her family.
- Over the years, Mr. Hernandez has organized more blood drives than any other teacher at our school.
- In one story, the worst villain of all time turns out to be a hero.
- Howard makes better green chili stew than his mother does.
- Of all the high school teams, the Tigers have the most victories so far this season.
- Miguel plays basketball better than he did last year.
- Which band member raised the most money for the trip?
- Your mistake was bad, but mine was even worse.
- Toshi showed more kindness than her sister did.
- Everyone in the play dances well, but I think Melissa dances best of all.

Regular and Irregular Comparisons A, p. 178

EXERCISE A

- My aunt thinks this is the most beautiful painting of all.
- Rhonda has more books than I do.
- Esperanza is the tallest girl on the team.
- Jacqui gave Ellen the prettiest necklace.
- That last one was my worst pitch of the day.
- Manuel did better than he expected on the test.
- Tyugen is my best friend.
- The news about the hurricane is clearer in this newspaper.
- Geoffrey and Keith were the fastest of all the runners.
- I think this poem is better than the other one.

EXERCISE B

- | | |
|------------|-----------------------------|
| 11. best | 14. kind |
| 12. better | 15. more often [or oftener] |
| 13. hairy | |

Regular and Irregular Comparisons B, p. 179

EXERCISE A

- | | |
|-------------|------------|
| 1. greatest | 4. more |
| 2. farther | 5. shorter |
| 3. longest | |

EXERCISE B

- | | |
|-------------|-----------|
| 6. brighter | 9. better |
| 7. happiest | 10. wise |
| 8. worse | |

Use of Comparative and Superlative Forms A, p. 180

EXERCISE A

- | | |
|-----------------|-----------------|
| 1. more popular | 4. worst |
| 2. most | 5. more closely |
| 3. better | |

EXERCISE B

- | | |
|-----------------|-------------|
| 6. most ancient | 9. stronger |
| 7. largest | 10. greater |
| 8. finest | |

Use of Comparative and Superlative Forms B, p. 181

EXERCISE A

- | | |
|-----------|-------------|
| 1. more | 6. lower |
| 2. most | 7. easiest |
| 3. higher | 8. most |
| 4. easier | 9. better |
| 5. more | 10. hardest |

EXERCISE B

- | | |
|------------|--------------|
| 11. finest | 14. brighter |
| 12. darker | 15. older |
| 13. sadder | |

Good and Well, p. 182

EXERCISE A

1. Twyla Tharp is a very good choreographer.
2. All the dancers move well.
3. Did you have a good sandwich for lunch?
4. Reuben writes well and wants to be a journalist.
5. Cotton is a good fabric for many types of clothing.

EXERCISE B

- | | |
|----------|----------|
| 6. good | 11. good |
| 7. well | 12. well |
| 8. good | 13. well |
| 9. well | 14. good |
| 10. well | 15. well |

Adjective or Adverb? p. 183

EXERCISE A

- | | |
|-----------------|--------------------|
| 1. ACT; quickly | 6. ACT; gracefully |
| 2. LINK; light | 7. LINK; cold |
| 3. LINK; strong | 8. ACT; regularly |
| 4. ACT; easily | 9. LINK; difficult |
| 5. ACT; lightly | 10. LINK; simple |

EXERCISE B

11. The campers' bags were heavier when they were full. *ADJ*
12. The trail grew steeper as the boys continued. *ADJ*
13. The boys seemed happier after they had eaten. *ADJ*
14. They could now hike farther with less equipment to carry. *ADV*
15. The skies soon turned dark, so they pitched their tents early. *ADV*

Double Comparisons, p. 184

EXERCISE A

- | | |
|------------|-------------|
| 1. better | 6. warmer |
| 2. softer | 7. earlier |
| 3. saddest | 8. messiest |
| 4. faster | 9. worst |
| 5. kindest | 10. better |

EXERCISE B

11. Isn't this weather the bestest we've had all year? *best*
12. Ruth thought that Jacob was the handsomest *handsomest* (or most handsome) *most handsome* of the three brothers.
13. Which of the two plants do you think is more beautiful? *C*
14. Jacqueline's house is more farther *farther* away than my house.
15. Mayumi claimed to have the worstest *worst* singing voice in the class.

Double Negatives, p. 185**EXERCISE**

1. We didn't have any pears on our tree this year. [or We had no pears on our tree this year.]
2. Rex hasn't told anyone about his parents' trip. [or Rex has told no one about his parents' trip.]
3. Sheila never eats anything between meals. [or Sheila eats nothing between meals.]
4. C
5. I can barely hear you.
6. Boris hardly said anything.
7. Mr. Navarro's explanation didn't make any sense to me. [or Mr. Navarro's explanation made no sense to me.]
8. C
9. This pencil doesn't have any eraser. [or This pencil has no eraser.]
10. Joe hadn't done anything all day. [or Joe had done nothing all day.]

Misplaced One-Word Modifiers, p. 186**EXERCISE**

Placement of modifiers may vary slightly.

1. Claire sang ^{sweetly} for the guests who were gathered around the piano.
2. Miriam ^{often} invites her friends to eat dinner with her.
3. Roberto lifted the bird and ^{carefully} put it in a cage.
4. Mother said she wanted us to prepare ^{early} lunch.
5. The invited lecturer spoke ^{clearly} and the audience listened.
6. Mauricio finished the race and ^{quickly} found some cold water.

7. Annie ^{frequently} goes jogging in the park after she gets home from school.
8. The mother whispered to her daughter and ^{lovingly} hugged her.
9. The tennis player ^{impatiently} picked up her racket and served the ball.
10. The cat ^{silently} crept toward the toy and pounced on it.

Misplaced Prepositional Phrases, p. 187

EXERCISE *Placement of modifiers may vary slightly.*

1. Two robins in a tree kept a watchful eye on the dog.
2. That dress with yellow lace was hemmed by my aunt.
3. An engineer from Seattle bought a new house.
4. The books in that box belong to my brother.
5. The house by the lake was built by my uncle.
6. All of the tourists from Miami visited the Empire State Building.
7. Immanuel sang a song with a pretty melody for Berta.
8. I bought a cactus with sharp stickers from the store clerk.
9. Please put my umbrella with the long handle in the car.
10. The cow in the pasture watched us drive by.

Misplaced Adjective Clauses, p. 188**EXERCISE**

Answers may vary. Sample responses are given.

1. Both of the chairs that you bought will go in the living room.
2. During my vacation, I read the book that you recommended.
3. Carol says the painter whom she admired demonstrated his technique.
4. The car that you picked out needs new tires.
5. Is the vase that Grandmother sent us still in a box?

6. A soccer player who was wearing a new uniform arrived on the field.
7. The man with whom she spoke wrote the article.
8. The chapter that we read today will be on the test.
9. We photographed the flowers that grew in her backyard and developed the pictures.
10. The boy whom you met has a new mountain bike.

Placement of Modifiers A, p. 189

EXERCISE

Answers may vary.

1. Danielle woke up so she could get all her work done before sunrise earlier than usual.
2. The chair was built by my uncle in the corner.
3. Do you know the man next to the large dog who is walking with a cane?
4. The piano belongs to my sister, which is out of tune.
5. The dog barked with long, floppy ears at the guests.
6. Can you find the city on the map that we visited?
7. Gabriela went jogging after a long day through the trails.
8. Traci brushes her teeth after she wakes up always.
9. Dogs are great companions to take camping that like romping outdoors.
10. The review was not well written about the new movie.
11. Franco uses his typewriter since he got a computer rarely.

12. Did the tree blossom in the spring that you planted?
13. There are some peanuts on the table in a can.
14. The movie amused the audience, which was a romantic comedy.
15. Adela eats an apple after she finishes her homework occasionally.
16. The sleepy little boy climbed out of the comfortable bed with brown hair.
17. The apples are from the grocery store in that bag.
18. Sara opened the gifts in the kitchen that her friends brought.
19. The man is my neighbor at the door.
20. The cat rested in the chair with yellow eyes.

Placement of Modifiers B, p. 190

EXERCISE

Some answers may vary.

1. The children played new games, who were at recess.
2. The bookcase was built by my sister that is painted green.
3. We met the actor and his wife with the gray beard.
4. The duck swam on the lake with the spoon-shaped bill.
5. My sister under the mat left an extra key.
6. The police officers took a lunch break who had just finished a call.
7. Friedrich said he goes to bed on school nights earlier.
8. The squirrel ran up the tree with the long tail.

9. Michelle goes with her father to work after she gets home from school sometimes.
10. We do our homework before going out to play always.
11. The oranges don't look ripe from that tree.
12. A student visited our school, who is from Ecuador.
13. I put my sandwich in my lunchbox that I will eat at lunchtime.
14. The puppeteers finished the show who had been performing.
15. An athlete listened to the coach, who is my teammate.
16. Did you find the skates that I mentioned to you with the sharp blades?
17. We watched the videotape yesterday morning about wildlife.
18. He said yesterday we would go.
19. The lion roared at the onlookers with the large mane.
20. The meal was the best I had ever eaten that you cooked for me.

Review A: Forms and Comparisons, p. 191

EXERCISE Some answers may vary.

- | | |
|-------------------|---------------------------|
| 1. better | 11. spicier or more spicy |
| 2. more durable | 12. sweetest |
| 3. nicest | 13. happiest |
| 4. more slowly | 14. larger |
| 5. worst | 15. stronger |
| 6. better | 16. tallest |
| 7. most hazardous | 17. best |
| 8. better | 18. whiter |
| 9. more colorful | 19. worse |
| 10. most exciting | 20. more useful |

Review B: Special Problems and Double Negatives, p. 192

EXERCISE A

- | | |
|---------------|-----------------|
| 1. well | 6. solemn |
| 2. gracefully | 7. more quickly |
| 3. good | 8. well |
| 4. fragrant | 9. calm |
| 5. good | 10. good |

EXERCISE B

Some revisions may vary.

- _____ 11. I think spinach tastes ~~more better~~ ^{better} than lettuce.
- _____ 12. There ~~isn't no~~ ^{isn't any [or is no]} milk in the refrigerator.
- C 13. To my surprise, I did not see anyone I knew at the game.
- _____ 14. She's the ~~most fastest~~ ^{fastest} skater I know.
- _____ 15. The boys ~~didn't do nothing~~ ^{didn't do anything [or did nothing]} wrong.
- _____ 16. Dad thinks the lead dancer is the ~~best~~ ^{best} in the world.
- C 17. Those monkeys are the noisiest animals in the entire wildlife park.
- _____ 18. Maria ~~hasn't never~~ ^{has never [or hasn't ever]} gone swimming in a lake.
- _____ 19. The little boy could not find his dog ~~anywhere~~ ^{anywhere} nowhere.
- _____ 20. This hat is ~~more expensive~~ ^{more expensive} than the one at the other store.

Review C: Misplaced Modifiers, p. 193

EXERCISE

Some answers may vary.

1. I enjoyed the article about elephants that you sent me.
2. Luigi played a composition for my friends by Bach.
3. The building has several offices inside, which overlooks the highway.

4. Mrs. Peterson recommended the book to all the children about African dances.
5. The bird landed on a branch with white-tipped wings.
6. Our relatives came over for Thanksgiving, who are living in Algeria.
7. We studied Glinka and learned a great deal, who is a Russian composer.
8. Mother makes us breakfast every morning with orange juice.
9. The singers practiced the song who had just joined the choir.
10. Have you met the principal already who will be speaking?
11. Janet picked blackberries to use for the dessert from the vine.
12. I watch the train go by before I go to school usually.
13. They sent some flowers to my aunt with a nice card.
14. The children tie their shoelaces carefully before riding their bikes always.
15. Evan writes in cursive when taking notes rarely.
16. The tree is nearly a hundred years old in our backyard.
17. My favorite song was playing on the radio from the musical Oliver!
18. The rope is not strong enough that you bought yesterday.
19. He put the ring on her finger with several small diamonds.
20. Su-Lin wrote a poem for the class about friendship.

Review D: All Types of Problems, p. 194

EXERCISE A

- | | |
|------------|-------------|
| 1. most | 6. happiest |
| 2. taller | 7. better |
| 3. fastest | 8. faster |
| 4. more | 9. worst |
| 5. worse | 10. better |

EXERCISE B

Some answers may vary.

11. Peter's iguana got out of his cage with the long tail.
12. The violinist spoke to the audience, who was carrying her violin and bow.
13. Carl goes to a movie when he gets home from church occasionally.
14. The birthday party was fun for everyone that we had last week.
15. Sandy dropped her tray nearly on the floor.
16. Anita won the prize for best actress, who is the daughter of a famous singer.
17. A bird stood on a log with a long beak.
18. The senator delivered a speech who had just been elected.
19. This shirt needs to be washed with the tan collar.
20. My grandmother will be living with us, who just retired.

Proofreading Application: Art Critique, p. 195

Some revisions may vary slightly.

Of all the paintings in the class, this one is ^{best} better. It uses color quite ^{well} good. The greens and reds are ^{more colorful} more colorfuller than those I usually see. Certainly, the dragon theme is the ^{most} most exciting theme in this group of art works. The dragon is made ^{scariest} more scarier by the fire's realism. However, the tail of the dragon

looks ~~badly~~^{bad} and part of it is off the canvas. Why didn't the artist plan ~~more wisely~~^{more wisely}? Why doesn't the dragon have ~~any~~^{any} teeth? The dragon actually seems alive to most viewers. In conclusion, this painting is wonderful, but I hope that the artist plans ~~more carefully~~^{more carefully} next time.

Literary Model: Folk Tale, pp. 196–97

EXERCISE A The possible answers are listed.

Note: Some of the word pairs below, such as settled down, constitute phrasal verbs.

MODIFIER	WORD MODIFIED
down	settled
almost	any
any	animal
darkest	part
so	scary
scary	that [time]
even	Moon
up	woke
suddenly	woke
back	ran
louder	footsteps
louder	footsteps
out	came
each	hand
growliest	growl
barkiest	bark
down	looked
up	picked

EXERCISE B

- Superlative: best, darkest, growliest, barkiest
Comparative: louder, louder
- growliest, barkiest

EXERCISE C Answers will vary. Sample answer given.

Believe it or not, Turtle used to be the quick-
est animal on the planet—faster than
Greyhound, faster than Gazelle, even faster
than Cheetah. But Turtle was also the animal
with the sassiest tongue. He had the bad habit
of bragging about his amazing speed to any

other animal that would listen. "I'm the
absolute best," Turtle would say. "I simply
can't be beat." Eventually, the animals grew
tired of hearing Turtle's incessant bragging.
So they went to Lion, the wisest animal in the
kingdom. "Great Lion," said Porcupine, who
had been chosen by the others to speak for
them, "each day we animals grow more resent-
ful about Turtle's manner of praising his own
abilities. We beg you to do something about this
most unpleasant situation." More quickly than
the fluttering of Butterfly's wings Great Lion
announced a solution: "No longer will Turtle
have a motive to brag. I will appeal to the gods
to reduce his speed." The next day Turtle
awoke, ready to dash to the ocean shore.
Imagine his surprise when his legs would move
only in slow motion—as slowly as you see any
turtle move today.

EXERCISE D Answers will vary. Sample answer given.

Comparative and superlative forms are effective in comparing Turtle with all the other animals—showing that he is the quickest of all and that he is faster than Greyhound, Gazelle, and Cheetah. Using comparative and superlative forms shows the intensity of the quality I am describing. For example, "most unpleasant" indicates more intensity than "unpleasant."

Writing Application: Using Modifiers in a Description, p. 198

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Five descriptive modifiers are used and placed correctly in the paragraph.

1 2 3 4 5

The paragraph contains specific, interesting details about the city.

1 2 3 4 5

The paragraph is organized in a logical manner.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 10: A Glossary of Usage, pp. 199–211

Choices: Practicing Correct Usage, p. 199

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Avoiding Usage Problems A, p. 200

EXERCISE A

1. Naomi Shihab Nye is (a, an) honest poet.
2. Megan has (all ready, already) told many people the big news.
3. Finally, after much preparation, the bathroom was (all ready, already) to be painted.
4. I have (a, an) hour until the library closes.
5. Nobody (accept, except) Desmond can sing that note.
6. The potato pancakes (ain't, aren't) ready yet.
7. Janelle can't find her new shoes (anywhere, anywhere).
8. After a few days, Kevin's wrist felt (all right, alright).
9. Did you use (alot, a lot) of curry powder in that dish?

10. You'll see yucca plants (*everywheres*, everywhere) in this part of the country.

EXERCISE B

[11] The sixth-grade class got ^a~~an~~ new aquarium for the classroom. [12] We looked ^{everywhere}~~everywheres~~ for the best aquarium. [13] Our teacher even did ^{a lot}~~alot~~ of research. [14] She ^{already}~~all~~ knew about aquariums because she keeps fish at home. [15] We found ^{an}~~a~~ aquarium that was quite large. [16] All the students ^{except}~~accept~~ for two voted for the larger aquarium. [17] We knew we should put it ^{somewhere}~~somewheres~~ safe. [18] Our teacher said we could put it ^{anywhere}~~anywheres~~ in the back of the classroom, as long as we chose a strong surface. [19] Lu-Wan said that putting the aquarium on a strong table would be ^{all right}~~alright~~. [20] Carmelita ^{accepted}~~excepted~~ the job of feeding the fish daily.

Avoiding Usage Problems B, p. 201

EXERCISE A

1. Where do you suppose I left (*my jacket at*, my jacket)?
2. After the earthquake, people had to (*bring*, take) their belongings and find new homes.
3. Grandmother could (*of*, have) taught us her American Indian language.
4. We have (*fewer*, less) money in the bank since we took our vacation.
5. The camp counselor distributed the mail (*between*, among) all the campers.
6. After passing the exam, Donovan felt very proud of (himself, *hissself*).
7. Did Mrs. Sanchez know (why, *how come*) Mishi was late?
8. Their quarterback doesn't play (*bad*, badly) for a rookie.

9. Van danced (good, well) at the recital.
10. Something in this refrigerator smells (bad, badly).

EXERCISE B

Some students may correct item 16 by deleting n't instead of hardly.

- [11] The rowers are very proud of ^{themselves} ~~themselves~~.
- [12] There's a strong friendship ^{between} ~~among~~ the coach and the team captain. [13] Some people thought the team would row ^{badly} ~~bad~~ in their first race. [14] They said that the team ^{ought not} ~~hadn't~~ ought to compete yet. [15] The team, however, did quite ^{well} ~~good~~. [16] There wasn't ^{hardly} ~~hardly~~ a rower dissatisfied with the race. [17] With more practice the team could ^{have} ~~of~~ been even better. [18] The new team expected to win ^{fewer} ~~less~~ races than the other teams. [19] After the race, the rowers went home, ^{taking} ~~bringing~~ their trophies with them. [20] Even the coach wondered ^{why} ~~how~~ come they did so well.

Avoiding Usage Problems C, p. 202

EXERCISE A

- Will you (teach, learn) me how to play flute?
- Carmen handed the puppy (its, it's) toy.
- It's not easy to (teach, learn) someone how to scull.
- I was (kind of, somewhat) tired by the end of the trip.
- (Its, It's) time to do my homework.
- After I bought the table, I saw that (its, it's) leg was broken.
- We decided not to go to the beach because it was (sort of, rather) cold outside.
- Mario wants to (teach, learn) about horses.

9. The professor (teaches, learns) English literature to college students.
10. The clock stopped when (its, it's) main spring broke.

EXERCISE B

Answers to items 12, 15, and 18 may vary.

- Michael told me he would ^{teach} ~~learn~~ me how to play classical guitar.
- All the kids in my cabin were ^{rather} ~~kind of~~ sad when our camp session ended.
- C
- My youngest brother thinks ^{it's} ~~its~~ fun to go to the grocery store and help Dad.
- I want to take a photography class, but I am also ^{somewhat} ~~sort of~~ nervous about trying something new.
- C
- The tiny monkey at the zoo was looking for ^{its} ~~it's~~ mother.
- After the dramatic ending of the play, the audience sat ^{rather} ~~kind of~~ still for a few moments.
- If you really want to learn to swim the butterfly stroke, I will ^{teach} ~~learn~~ you.
- Be sure to put the pasta in ^{its} ~~it's~~ pot as soon as the water is boiling.

Avoiding Usage Problems D, p. 203

EXERCISE A

- We are ^{supposed} ~~suppose~~ to read this African myth about how humans got fire.
- C
- Obassi Osaw refuses to show ^{those} ~~them~~ humans how to make fire.

4. ~~Then~~^{Then}, the boy goes to Obassi Osaw's compound.

5. The people on earth welcome him as he brings fire to ~~there~~^{their} homes.

EXERCISE B

6. Maya is a better swimmer (~~then~~, ~~than~~) she was last year.

7. She knows that she is (~~suppose to~~, ~~supposed to~~) practice three times a week.

8. Maya swims at a pool (~~inside~~, ~~inside of~~) the gym.

9. She warms up and (~~then~~, ~~than~~) does drills.

10. Sometimes her coach is (~~their~~, ~~there~~) when she is practicing.

11. Maya's coach has been with (~~their~~, ~~there~~) team for six years.

12. I thought (~~those~~, ~~them~~) exercises were harder than the last ones.

13. During one difficult drill, Maya accidentally swam (~~outside~~, ~~outside of~~) her lane for a moment.

14. After practice, Maya jumps (~~off of~~, ~~off~~) the diving board.

15. The team's first meet was (~~supposed to~~, ~~suppose to~~) be in September.

16. Because of schedule changes, (~~there~~, ~~they're~~) going to compete in October.

17. (~~Then~~, ~~Than~~), they will have had an extra month to practice.

18. (~~Their~~, ~~There~~) will be several other meets this year.

19. Are there more competitions in the spring (~~than~~, ~~then~~) in the fall?

20. Maya's team hopes to do (~~their~~, ~~there~~) best this season.

Avoiding Usage Problems E, p. 204

EXERCISE A

Students' wording in items 6, 8, and 10 may vary.

1. I chose this ~~here~~ fish to go in my new aquarium.

2. I think ~~your~~^{you're} going to like the new library.

3. Class, do any of you know ~~who's~~^{whose} jacket this is?

4. Ravi will try ~~and~~^{to} learn the new software.

5. The lady who gave us directions said we still have a long ~~ways~~^{way} to go.

6. A good friendship is ~~when~~^{a relationship in which} both people trust each other.

7. The teacher said she enjoyed ~~you're~~^{your} essay about the Civil War.

8. Is that ~~there~~ history book the one with the colorful, detailed maps?

9. The woman ~~whose~~^{who's} talking to my mother is the boss.

10. After much debate, the judges gave that ~~there~~ project first place in the science fair.

EXERCISE B

[11] My brother and I were not ~~use~~^{used} to car trips, but we enjoyed our family vacation.

[12] We didn't mind traveling a long ~~ways~~^{way}

because Dad developed a silly game. [13] As

we passed by houses or animals, we each made up a story about ~~who's~~^{whose} they were. [14] It can be

fun to use ~~your~~^{your} imagination on car trips.

[15] These ~~here~~ photos remind me of our best stories.

Review A: Common Usage Problems, p. 205

EXERCISE A

1. Coach Weinberg will (*learn*, teach) us the basics of softball.
2. Shana has limped (*bad*, badly) since her mishap in the soccer match yesterday.
3. Please limit your essays to five hundred words or (fewer, *less*).
4. We are (all ready, *already*) for the camping trip.
5. Please put (those, *them*) candles on the table.
6. It is a long (way, *ways*) to the river from here.
7. Hector is (an, *a*) honest man.
8. There (are hardly, *aren't hardly*) any people here today.
9. Justine and Toshiro were (accepted, *excepted*) into the new school.
10. Thank you for all (your, *you're*) hard work.

EXERCISE B

11. Do you know where Mom's keys are ~~at~~?
12. We would ~~of~~ ^{have} had a picnic if it had not been raining.
13. Gerald asked us ~~how come~~ ^{why} we did not join him at the park yesterday.
14. C
15. We took a vote ~~between~~ ^{among} the team members.
16. My grandmother wants to ~~learn~~ ^{teach} me about keeping track of my money.
17. A lobster pushes ~~its~~ ^{its} body backward through the water.
18. Antonia's hair is curlier ~~then~~ ^{than} mine.
19. C

20. The boys combed ~~there~~ ^{their} hair and walked out onto the dance floor.

Review B: Common Usage Problems, p. 206

EXERCISE A

1. The girls were (all ready, *already*) for (*they're*, their) fishing trip at four o'clock in the morning.
2. Do you know (*how come*, why) the cat jumped (off, *off of*) the counter?
3. Always stretch (your, *you're*) muscles (*good*, well) before running in a race.
4. I will (*except*, accept) your apology because I (ought not, *hadn't ought*) to turn away a good friend.
5. Uncle Sid (used, *use*) to work at (*a*, an) animal shelter.
6. (*Them*, Those) boys saved (themselves, *theirselves*) some time by preparing so carefully.
7. The game went (*good*, well), but I still (*can't* hardly, can hardly) believe our team won first place.
8. I like all fruit (except, *accept*) pineapple, which I find (rather, *kind of*) unappetizing.
9. (Whose, *Who's*) recipe did you use for (*these* here, these) Vietnamese spring rolls?
10. I will try (*and*, to) find some origami paper at the craft store, but the last time I was there I didn't see origami paper (anywhere, *anywheres*).

EXERCISE B

11. C
12. You catch ~~less~~ ^{fewer} flies with vinegar than you do with honey.

13. Jason has had an accident, but he will be ~~all right~~ ^{all right} ~~alright~~.
14. We have put ~~a lot~~ ^{a lot} of time into our science project.
15. There were no harsh words ~~among~~ ^{between} the two diplomats.
16. The alarm clock is over ~~there~~ ^{there}.
17. I ~~had~~ ^{Then} ought to study for my math test.
18. ~~Then~~, the Czechs declared their independence.
19. Golf may look easy, but ~~it's~~ ^{it's} a hard sport to learn.
20. Both of the figure skaters lost ~~there~~ ^{their} balance, but only one of them fell down.

Review C: Common Usage Problems, p. 207

EXERCISE

Students' wording in items 6 and 8 may vary.

1. If we had been in better shape, we might ~~of~~ ^{have} won the game.
2. C
3. The children looked at ~~themselves~~ ^{themselves} in the mirror.
4. Did you know that my mother ~~use~~ ^{used} to be a concert pianist?
5. I hope that little boy will not hurt ~~himself~~ ^{himself} while skiing.
6. Is that ~~there~~ ^{that} book with the gold cover the one you'd recommend?
7. C
8. Interval training ~~is an exercise where~~ ^{is an exercise program in which} athletes train hard for short periods of time.
9. As soon as the sun came up, Marvin was inside ~~of~~ ⁱⁿ the treehouse.
10. There are ~~less~~ ^{fewer} children in my neighborhood than in yours.

11. Where did you put ~~you're~~ ^{your} favorite pen?
12. Jason ~~ain't~~ ^{isn't} a member of this team anymore.
13. Because she loves to read and write poetry, Kali has collected ~~a lot~~ ^{a lot} of anthologies of contemporary poetry.
14. Going to the movies is ~~alright~~ ^{all right} with me.
15. On our camping trip, we felt as though we were a long ~~ways~~ ^{way} from home.
16. This ~~here~~ ^{is} is the most unusual poem in the collection.
17. C
18. Let's try ~~and~~ ^{to} improve our tennis game before the tournament.
19. We can learn to write ~~good~~ ^{well} if we practice.
20. I have no idea ~~how come~~ ^{why} Gabrielle has decided to leave the volleyball team and join the soccer team.

Proofreading Application: Letter, p. 208

Students' corrections to the first sentence may vary.

However, you don't ~~hardly~~ ^{hardly} know much about us. Thanks for ~~you're~~ ^{your} questions. I'll try ~~and~~ ^{to} answer them. Our teachers ~~learn~~ ^{teach} us about mathematics, history, science, social studies, and English. I like all my classes ~~except~~ ^{except} history. You might wonder ~~how come~~ ^{why} I dislike history class. I don't remember dates too ~~good~~ ^{well}. They're ~~rather~~ ^{rather} kind of confusing for me. However, I do like hearing ~~them~~ ^{those} stories about historical events. Tell us more about your school; it seems to be harder ~~then~~ ^{than} ours.

You asked about which sports I play ~~good~~ ^{well}. ~~Between~~ ^{Among} my sister and me, we play almost every sport you can imagine. I'm good at most of them ~~except~~ ^{except} for basketball. I'm afraid I'm still pretty ~~badly~~ ^{bad} at shooting baskets. I am practicing ~~a lot~~ ^{a lot}, though. When I go to school, I ~~bring~~ ^{take} my

own basketball with me. The gym ^{doesn't} ~~don't~~ supply enough balls for all the teams. In fact, there are ^{fewer} ~~less~~ balls than teams. ^{Anyway} ~~Anyways~~, the coach is going to order more next season. When you write me back, tell me about ^{your} ~~you're~~ favorite sports.

Your friend,

Lisa

Literary Model: Nonstandard Usage in a Folk Tale, pp. 209–10

EXERCISE A

1. Well, when God made de snake, he put him in de bushes to ornament de ground. But things didn't suit de snake so one day he got on de ladder and went up to see God.

"Good mawnin', God."

"How do you do, Snake?"

"Ah ain't so many, God, you put me down there on my belly in de dust and everything trods upon me and kills off my generations. Ah ain't got no kind of protection at all."

From *Mules and Men* by Zora Neale Hurston. Published by Harper Collins Publishers, Inc., New York, NY, 1935.

2. Well, when God made the snake, he put him in the bushes to ornament the ground. But things didn't suit the snake so one day he got on the ladder and went up to see God. Good morning, God.

I'm not quite well. You put me down there on my belly in the dust and everything trods upon me and kills off my generations. I have no protection at all.

EXERCISE B

Answers will vary. Sample responses are given.

1. The story is written in informal, conversational language. Its style is, therefore, highly suitable for oral reading. However, in an oral reading, listeners might miss errant spellings such as *mawnin'*, passing over them as minor, individual differences in accent. In silent reading, these pronunciations stand out in stark relief. In either case, whether the story is read aloud or silently, the author's voice is clear and unique.
2. Hurston may have chosen nonstandard English because this language is rich and capable of expressing a vast range of subtle emotions, because this language had not yet gained its rightful place in American literature, because the stories themselves were told in this language, or because Hurston herself was a skilled speaker of this language and wished to express her love of it.

EXERCISE C

Answers will vary. A sample response is given.

I'm going to tell you how come them big white birds by the pond got such long necks. Back in them olden days, most animals just stayed to theirselves, but the alligator and the little white bird was real good friends—for a while anyways. Here's how they met.

Mr. Gator slides up to the shore, looking for something to eat.

"Howdy, how comes you looks so much like a log?" says the little white bird to Mr. Gator. Now, Mr. Gator don't say nothing. He just smiles for a while, sort of friendly. So, the little

white bird says, “Mind if I takes a closer look?” Now, since Mr. Gator still ain’t talking, the little white bird figures everything’s fine and hops aboard.

Well, you can guess the rest. To make a long story short, from there on, all them little white birds got real long necks so they could see things without getting too close.

EXERCISE D

Answers will vary. A sample response is given.

The nonstandard usage makes the characters more realistic. If I had used standard English, the story wouldn’t seem like the kind of tale that a real person would be telling. Non-standard English is far more acceptable and realistic in stories that at least pretend to be oral, for few people speak standard English when telling a story. For the same reason, non-standard English is often used in dialogue. However, nonstandard English is rarely, if ever, suitable in formal situations because formal situations are, by definition, those in which people do not know each other well. When people do not know each other well, nonstandard language may not be properly understood or appreciated.

Writing Application: Quiz Show, p. 211

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Each of the five clues aptly demonstrates one rule from the glossary of usage.

1 2 3 4 5

Clues are arranged from the easiest to the most difficult.

1 2 3 4 5

All scientific facts are correct.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 11: Capital Letters, pp. 212–35

Choices: Exploring Capital Letters, p. 212

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

First Words and I, p. 213

EXERCISE A

1. my brother came home.
2. Tomorrow i will leave early.
3. sincerely, David
4. Bill said, "my keys are missing."
5. Margaret and i are waiting for you.
6. yours truly, Myla
7. Libby said, "let's go home!"
8. dear Eddie,
9. did you see Fiona today?
10. Ruth asked, "where is Gail?"

EXERCISE B

[11] dear Mrs. Herrera,

[12] i was in your fifth-grade class last year.
[13] my family moved to Chicago after the school year had finished. [14] You used to tell

me, "when you go to your new school, you will make many friends." [15] on the first day of school, I met a very nice boy. [16] He said to me, "you should join our soccer team." [17] he introduced me to the other players. [18] In a very short time, i had many new friends.
[19] thank you for the encouragement you gave me, Mrs. Herrera!

[20] sincerely,

Carlos

Proper Nouns A, p. 214

EXERCISE A

[1] Janet and becky went to visit their cousin in Hartford, Connecticut. [2] Their cousin's name is sally. [3] Sally has a horse named ichabod and a pony named Bluebonnet. [4] Sally also has a cow named katrina and several goats. [5] janet and Becky asked to ride the horses. [6] Sally's brother, jessie, helped them saddle the horses. [7] Janet chose to ride ichabod. [8] At first, neither Ichabod nor bluebonnet would budge. [9] jessie told the girls to be firmer with their commands. [10] Within a few minutes becky and Janet were riding with ease.

EXERCISE B

Answers will vary. Sample responses are given.

11. Fluffy
12. John Wayne
13. Celine Dion
14. Dancer
15. Governor Bush
16. Tweety
17. Buddy
18. Buck
19. Mom
20. Maya Angelou

Proper Nouns B, p. 215**EXERCISE A**

1. Many people in Brazil live in cities along the coast of the Atlantic Ocean.
2. The city of Brasília is the nation's capital.
3. Rain forests lie along the Amazon river in Brazil.
4. C
5. It lies on the border between Brazil and Argentina.

EXERCISE B

6. The short story was set in Japan.
7. Have you been to Canada?
8. We heard that Portland, Oregon, is a good city for bicycling.
9. Our family moved to a house on Palmer Avenue.
10. The news anchor was from the Midwest.
11. The bookstore that you're looking for has moved to Third Street.
12. We drove down Interstate 10 from Houston to Baton Rouge.
13. Georgia took some beautiful photographs at Lake Tahoe.
14. Francesca traveled through Europe last summer.
15. We will be staying with our uncle in Indianapolis during the holidays.

Proper Nouns C, p. 216**EXERCISE A**

[1] Tien's school is called Westdale Elementary. [2] Tien's sixth-grade class formed a baseball team called the Westdale Cougars. [3] They will be competing against the Castman Elementary Bears next week. [4] The pitcher is

Bobby, whom Tien first met during a Ranger Scouts of America meeting. [5] Bobby and Tien went to a baseball training camp together at California State University. [6] Bobby used to go to Fairview Elementary School in Sacramento. [7] His father works for the Federal Aviation Administration and was transferred to San Francisco. [8] In San Francisco, Bobby practiced pitching and joined the Westdale Cougars. [9] Next year, Bobby and Tien will attend Copperfield Middle School. [10] They will then be old enough to join the Bay Area Baseball League.

EXERCISE B

11. Federal Bureau of Investigation
12. the Happy Gardeners Club
13. Kingstown Pottery Association
14. the Johnson High School Bobcats
15. the Seattle Wildflower Association
16. Lincoln High School
17. C
18. Department of Transportation
19. the University of Tennessee
20. the Compton Middle School Orchestra

Proper Nouns D, p. 217**EXERCISE**

1. The figure skater retired after the Winter Olympics in Nagano, Japan.
2. The book about the Roman Empire ended with the period of history known as the Dark Ages.
3. Have you read about Martin Luther and the Reformation?
4. The holiday of Christmas is celebrated in many different ways.

5. Guadalupe wrote a report about the Spanish-American War.
6. Connie always watches the Super Bowl with her father.
7. The Rosenthal family invited their neighbors to join them for the religious holiday of Passover.
8. She will be moving to Lincoln in February.
9. Our teacher, who is Asian American, is fluent in Korean, Japanese, and English.
10. I like to study the period of history known as the Renaissance.

Proper Nouns E, p. 218

EXERCISE

1. The tourists visited the ship USS Constitution when they traveled to Boston.
2. Charles Lindbergh's plane was called the Spirit of St. Louis.
3. Javier wrote a report on the sinking of the ship Lusitania.
4. Stacy got a job at Computer World.
5. Our textbook has a picture of astronaut John Glenn inside the Friendship 7.
6. The spectators gasped as the Hindenburg exploded and fell from the sky.
7. The wedding party ate breakfast at the Blackforest Cafe.
8. Pierre's family bought a Chevrolet minivan.
9. The train that my grandmother rode was called the Scenic Limited.
10. We bought a Fun Time train at the toy store.
2. A well-known cathedral in Paris is Notre Dame.
3. We took several photographs of the Golden Gate Bridge.
4. A famous Nobel Prize winner is Albert Einstein.
5. Can you identify the style of architecture used in the Chrysler Building?
6. One of the temples we visited was Temple Israel.
7. Our class went on a field trip to the Lincoln Memorial.
8. The young writer was hoping to win the Pulitzer Prize some day.
9. The college freshmen were told to meet their advisors in Boyd Hall.
10. Did you know that the famous London Bridge is no longer in London?
11. The tourists booked several rooms at the Fairview Hotel.
12. Earning the Medal of Freedom is a great honor.
13. Can you name a Stanley Cup winner?
14. My uncle visits the Vietnam Veterans Memorial every winter.
15. The sewing classes will be held on the first floor of Stephan Hall.
16. Our coach presented the team captain with the Golden Athlete Award.
17. The Grover Elementary School Jaguars will play at Holden Stadium next week.
18. Miki took a photograph of St. Louis Cathedral.

Proper Nouns F, p. 219

EXERCISE

1. The children could easily recognize the Taj Mahal in the photographs from India.
19. Stewart won the Outstanding Achievement Award last year at Milgate High School.

20. We learned that **e**astridge Hall is being converted into a modern art gallery.

Proper Nouns G, p. 220

EXERCISE A

1. Have you read the entire New **t**estament?
2. The woman explained her belief in **g**od.
3. Rabbi Feldman read a passage from the **t**orah.
4. We studied the differences between **s**aturn and Jupiter.
5. Prakash and his family practice **h**induism.
6. Followers of Judaism celebrate **r**osh Hashana.
7. Did you see the Big **d**ipper last night?
8. The studies were focused on the atmosphere of **m**ars.
9. Our neighbors belong to a **l**utheran church.
10. The children dressed up in costumes to celebrate the holiday of **p**urim.

EXERCISE B

[11] Our teacher invited several speakers to talk to our class about different religions such as **i**slam and **j**udaism. [12] The first speaker taught us that **m**uslims worship **a**llah. [13] We read several passages from the **k**oran, the holy book of the **m**uslims. [14] Another speaker taught us some of the **j**ewish laws as they are defined in the book [or **b**ook] of **l**eviticus. [15] Our most recent speaker, a **h**indu, taught us about **b**rahma. Hindus believe that **b**rahma created the universe.

School Subjects and Proper Adjectives, p. 221

EXERCISE A

1. Nara knows many **a**merican **i**ndian legends.

2. At Ames High School, my brother studies **s**panish, art, and health.
3. Spanish, **p**ortuguese, **f**rench, and **d**utch ships came to the **a**merican coast.
4. The **i**talian city of Venice has canals instead of streets.
5. My mother's evening courses are **w**ood-working I and **f**rench **c**ooking II.
6. In music class, we learned some **g**reek songs and **a**ustrian folk dances.
7. The **e**thiopian people live on the **a**frican continent.
8. Many of the first **e**uropean settlers in Australia were **b**ritish prisoners.
9. That **c**atholic church has a fresco painted by José Clemente Orozco, a great **m**exican artist.
10. The Puerto **r**ican flag has one star on a blue triangle next to five stripes.

EXERCISE B

11. I learned the **s**panish word for *peace*.
12. We are learning a lot about **a**frican history this year.
13. There is a small **b**aptist church near our house.
14. Lydia communicates using **a**merican Sign Language.
15. We got to taste **b**elgian food at the exhibit.
16. I bought a book of Native **a**merican poetry.
17. Akbar taught us an **i**ranian children's song.
18. Peter goes to a **m**ormon church.
19. We bought a beautiful sculpture by a young **n**igerian artist.
20. Juan studies Spanish, Portuguese, and **e**nglish.

Proper Nouns and Proper Adjectives A, p. 222

EXERCISE

1. My sister Rita is writing a report on the great depression.
2. During the months of May and June, Carlos spends much of his time in Alberta, Canada.
3. Rosalinda's ancestors are Spanish.
4. Mrs. Blair's lesson on Shakespearean England thrilled her students.
5. Cecilia studies French and Spanish at Northside Middle School.
6. Franco told us that Jordan enjoys eating traditional Turkish food.
7. The voyage of the *Mayflower* is an important event in American history.
8. Every June, the teams compete in an event called the Little League World Series.
9. The purpose of Memorial Day is to honor those who died in war while serving the United States of America.
10. José admires Italian art from the Renaissance period.
11. Sharon's dog Fritz was a Christmas present.
12. In Astronomy I, you will learn how stars, such as Polaris, are formed.
13. Olga bought a skateboard from Bikes and More, Inc.
14. Yori and Greg found out that both of their birthdays were on February 14, which is also Valentine's Day.
15. Scott gave an interesting report about Scottish clans who lived during the Middle Ages.
16. After the school year, Julio's family moved to the Midwest.
17. Each year, thousands of Japanese people climb to the top of Mount Fuji.
18. Li's family invited Teresa to the beach at Dauphin Island.
19. Mount Rushmore National Memorial honors four American presidents.
20. In the United States, Puerto Rico, and Canada, Labor Day is celebrated in September.

Proper Nouns and Proper Adjectives B, p. 223

EXERCISE

1. Takeo visited the United States this year.
2. His plane landed on Wednesday morning in Los Angeles, California.
3. Takeo rented a Toyota van so that he could drive around the country.
4. He first drove to Aspen, Colorado, to see the Aspen Music Festival.
5. In Denver, Colorado, Takeo met a German family who were also tourists.
6. The family invited Takeo to a Lutheran church for Easter services.
7. They photographed the beautiful church, which was built just after the Great Depression.
8. Takeo and his German friends took a short trip together to Boulder, Colorado.
9. After leaving Colorado, Takeo headed for the Grand Canyon National Park.
10. He then drove to the famous city of Dallas to learn about Texan culture.
11. While in Texas, he drove to San Antonio to visit the site where the Battle of the Alamo was fought.
12. Takeo then drove east to the French Quarter in New Orleans, Louisiana.

13. On monday, he went for a long hiking trip in the Great Smokey Mountains.
14. Of course, Takeo stopped to see the white house and the Washington monument in Washington, D.C.
15. After touring Chesapeake bay, Takeo drove to new York on Interstate 95.
16. He rode the elevator to the top of the empire state Building.
17. Takeo took a tour boat that circled the Statue of liberty and ellis island.
18. After touring the New england area, Takeo drove through the corn belt on his way to montana.
19. In Seattle, Takeo viewed the big dipper from high atop the Space needle.
20. Finally, he returned to California, watched the Los Angeles Lakers play basketball, and then headed back to Tokyo.

Abbreviations, p. 224

EXERCISE

1. I read a biography about sen. Phil Gramm.
2. Phineas Newborn, jr., was a twentieth-century jazz pianist.
3. Dennis is an engineer for Technico, inc.
4. The woman was known for her superb photographs of st. Petersburg.
5. Joyce Day, Rn, spoke to our class today.
6. Our school competed in the choral contest in st. Paul, Minnesota.
7. The address on the envelope reads, "1100 Congress Ave., Austin, Tx 78701."
8. We learned that gen. Ulysses S. Grant became a U.S. president.
9. I visited the office of col. Helen Wright.
10. Have you met mrs. Evans, the new principal?

Personal Titles and Familial Titles, p. 225

EXERCISE

1. My neighbor, who is a doctor, serves on a committee with mayor Pinelli.
2. Many people were saddened by the death of princess Diana.
3. Last week, mrs. Robinson was elected secretary of the local theater club.
4. The film was about president Roosevelt and Prime Minister Churchill.
5. For my birthday, aunt Lilith gave me a savings bond.
6. In history class, we studied the long reign of queen Victoria.
7. How many votes did mayor Phillips receive?
8. I visited uncle Robert at Thanksgiving.
9. Our teacher read us an article about lord Nelson's victories.
10. We asked about governor Long's nickname.
11. Colleen read one of president Lincoln's speeches.
12. The song was written for aunt Marguerita.
13. Our town was excited when mayor Romero was elected.
14. The book focuses on king Henry VIII's reign.
15. Gail commented on the sharp wit of captain Jones.
16. Some of the students chose to write their reports on president Mandela.

17. The sailors listened carefully to commander Foster.
18. The majority of voters chose representative Miller.
19. After church, I spoke with the reverend Allen Thompson.
20. father often plays checkers with either mom or Uncle Earl.

Titles of Books and Other Works, p. 226

EXERCISE

1. "the battle hymn of the republic"
2. *Little house on the prairie*
3. *the Phantom of the opera*
4. the *washington post*
5. "the moccasins of an old man"
6. *war and peace*
7. "the pit and the pendulum"
8. *pride and prejudice*
9. "moon river"
10. *The marriage of figaro*
11. *A man for all seasons*
12. *the muppets take manhattan*
13. *A tale of two cities*
14. *The starry night*
15. "petrified man"
16. *the phantom tollbooth*
17. "looking for mr. green"
18. *the Little Prince*
19. *the wizard of oz*
20. *the rite of spring*

Abbreviations and Titles A, p. 227

EXERCISE A

1. The soldiers saw gen. Norman Tiller approaching.

2. David is reading about queen Elizabeth I.
3. I sent a letter to aunt Margaret at p.o. box 42, San Antonio, Tx 78201.
4. Greg met dr. Mendoza, who is the author of *healthful diets in the age of fast food*.
5. Did you hear, mother, that I made an A in English?
6. My uncle used to work for the cia.
7. Today, professor Larsen gave a lecture on the short story "to build a fire."
8. We were happy to meet senator Caldwell.
9. I hope grandmother will enjoy her subscription to the magazine *dog fancy*.
10. Did you hear mayor Williams speak?

EXERCISE B

11. Alicia Davis, m.d., has in her office a reproduction of the painting *american gothic*.
12. The senator from st. louis took his mother to see the play *the timing of the shrew*.
13. I didn't know that aunt Lisa and her mother enjoyed reading comic strips.
14. The scientist founded Research, inc.
15. Hector could not decide whether to research the history of the naacp, the fda or the Un.

Abbreviations and Titles B, p. 228

EXERCISE A

1. *luck everlasting*
2. "kubla khan"
3. *great expectations*
4. "The ransom of red chief"
5. *The little mermaid*
6. "musetta's waltz"
7. *the lion king*

8. marriage at ana

9. "Unchained melody"

10. Philosopher reading

EXERCISE B

11. Stephanie read the review of boy story 2 in movie news magazine.

12. My aunt loves the song "Georgia on my mind."

13. Liz, did you know that mom was in the cia?

14. The game show jeopardy! is very challenging.

15. Have you seen Rodin's sculpture titled the thinker?

16. Write to me at 1410 west st., St. Paul, mn 55101.

17. The committee gave president Hernandez, the founder of Hernandez and Co., an award.

18. Julie Jones, md, enjoys jogging down Jay street while listening to the song "eye of the tiger."

19. The writers of national geographic cover stories from around the world.

20. My sister said that the video Play Piano like a pro in one day, guaranteed! did not live up to the promise made in the title.

Review A: Capital Letters, p. 229

EXERCISE A

1. Last night i watched a great program on PBS.

2. it was a Play called Anne of green Gables.

3. My aunt Dolores, who lives in St. Croix, watched the Program with me.

4. After it was over, she said, "now let's read more about Anne."

5. She and I read L. M. Montgomery's Book anne of Avonlea.

6. I read a book about Charles drew, a famous Scientist.

7. He was an african american doctor who was born in Washington, dc

8. he was a Specialist in collecting and storing blood for transfusions.

9. During World war II, he helped develop blood banks.

10. The american Red Cross still uses his methods today.

EXERCISE B

11. Jonah celebrated his birthday on the fourth thursday of November.

12. The professor studied the french paintings in the louvre.

13. according to mom, uncle pete is visiting Spain.

14. The federal bureau of investigation is also known as the fbi

15. the entire class sang "happy birthday" to dr. Proctor.

16. The cruise ship voyager express sailed to florida.

17. a russian scientist won the Nobel prize for his important work.

18. The class watched a video about gen. robert e. lee.

19. While sitting in a booth at salad Sam's, Li looked up at the constellation Orion.

20. dr. Small's history II class studied the life of president Truman.

Review B: Capital Letters, p. 230

EXERCISE A

1. we have a new stove made by Stay hot stoves.
2. Hans Christian andersen was born in the danish city of Odense.
3. the alamo is a historic spanish mission in san antonio, texas.
4. Mount Kilimanjaro is in the african country of tanzania, near the kenyan border.
5. Seventh-graders at winthrop junior high school take art I, math, and english.
6. See dr. Sanchez if your cold isn't better by tuesday.
7. his grandfather works at henderson hardware.
8. i was born in new orleans on january 11.
9. Bill Cosby went to Temple university in philadelphia.
10. The 1992 olympics were held in Barcelona, Spain.

EXERCISE B

11. my history teacher said that i should study the french Revolution.
12. On the fourth of july, Eli went to the top of the Empire state building.
13. Leslie's father is part Cherokee and part Irish.
14. Air force one and the spirit of St. Louis are two famous planes.
15. The first five books of the bible are called the pentateuch.
16. According to grandmother, aunt Ramona knows much about the north star.
17. For breakfast, mom bought a brand of cereal called i can't believe it's wheat!

18. The council criticized president Gabe for his lack of leadership.
19. Last year, the doctor joined the American medical association, or AMA.
20. Washington Irving, who was born the same year the American revolution ended, wrote short stories.

Review C: Capital Letters, p. 231

EXERCISE A

1. Sixth-graders at our School take English, Spanish, math I, and Social Studies.
2. The sahara is an African desert, running from the atlantic ocean to the Red sea.
3. Yogi Berra was a Great Catcher who played for the New York yankees.
4. The author Joseph Conrad was a polish immigrant to great Britain.
5. My Elementary School was named after dr. martin Luther King, jr.
6. Key West is an Island off the coast of Florida.
7. His Uncle Roberto runs a Gas Station that is across the street from the Stokes Building.
8. Does dr. Ranelli see patients at phoenix General Hospital?
9. Muhammad, our class President, practices the religion of Islam.
10. South African writer Nadine Gordimer won the nobel prize.

EXERCISE B

- [11] dear Aunt Carmelita,
- [12] Do you remember that i am in the sixth grade at Wilson elementary? [13] My teacher Mrs. Abel is Swiss. [14] In english class, we are reading *The old man and the sea*. [15] In history, we are studying the revolutionary War. [16] I learned a lot about gen. George Washington.

[17] In science class, we learned to identify the big Dipper. [18] We are going to learn about the space shuttle *discovery* after the thanksgiving holiday. [19] i will visit you and Uncle Jaime soon.

[20] Sincerely,

Marta

Proofreading Application: Directions, p. 232

Our house is a little difficult to find, so i wrote these directions for you. Begin at Forrest elementary school. Get on the road that runs on the North side by the playground. Go past the little store called Elmer's on the corner of Vine and elm. You'll go right past Kaybean's coffee house.

You should now be on Ruskin drive. By the way, the pink house with the cement Rabbits out front belongs to Kelsey's Dad. Mr. Jackson always has a big thanksgiving day party for the whole neighborhood.

Next, you'll pass by a blue house where a south American macaw usually perches on the porch. His name is Pancho, and he actually speaks spanish and some portuguese. Our house is on the street next to lake palmer; the address is 57 palmer Street.

Literary Model: Capital Letters in a Poem, pp. 233–34

EXERCISE A

Owl
Cart
Rice
Cranberry
Tart
Bees
Pig
Jackdaws
Monkey
Cheese
Sieve

EXERCISE B

Answers may vary. A sample response is given.

Capitalization gives these words an air of importance, of singularity, of significance. In this poem, the improperly capitalized words emphasize the fact that this poem deals with imaginary things in an imaginary world.

EXERCISE C

Answers will vary. A sample response follows.

The Trees breathe out
And I breathe in
And I breathe out
And Trees breathe in
A Circling Flow
Of out and in
A Give and Take
Of out and in
When all the Trees
Are finally gone
How will I breathe
To sing my Song?

EXERCISE D

Answers will vary. Sample responses are given.

1. I capitalized nouns that are the most important parts of my poem's message. I wanted these words to stand out. For example, I wanted to emphasize the process of give and take that goes on between plants and animals, so I capitalized the words *Give* and *Take*.
2. No, I do not think that unconventional capitalization is useful in such writings because a writer who does not use conventional capitalization in these forms will either confuse readers or make them think that he or she does not know the conventions. However, business letters do occasionally capitalize certain terms to give them importance and this practice is accepted as conventional among business people.

Writing Application: Using Capital Letters in an Essay, p. 235

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet.

You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Proper nouns and adjectives are capitalized.

1 2 3 4 5

Four foods from the chosen countries are named.

1 2 3 4 5

The paragraph explains why these foods should be chosen for the celebration.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 12: Punctuation (End Marks, Commas, Semicolons, Colons), pp. 236–58

Choices: Investigating Punctuation, p. 236

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

End Marks, p. 237

EXERCISE A

1. Leslie's mother collects driftwood.
2. It's fun to collect things.
3. Have you seen my shell collection?
4. What a colorful collection it is!
5. Please don't drop it. [or !]

EXERCISE B

Easter Island is a small island in the South Pacific. it is 2,300 miles west of South America. the island was first settled about 1,600 years ago. Easter Island is best known for its giant stone statues. have you ever seen a picture of one? the statues are called *moai*. there are over six hundred of these statues on the island. most of them are 11 to 20 feet tall. some of them are as tall as 40 feet. what a strange sight they are!

Abbreviations, p. 238

EXERCISE A

1. Is Mrs. Johnson's plane leaving at 10:00 A.M. or 10:00 P.M.?
2. The store's new address is 2800 S. State St., Ann Arbor, MI 48104.
3. NASA's Johnson Space Center is in Houston, Tex., if I'm not mistaken.
4. The author of *The Hobbit*, my favorite book, is J.R.R. Tolkien.
5. Patricia lives on Morning Glory Cir. in Charleston, S. Carolina.
6. My baby sister was born at 2:38 A.M. on Sat., Jan. 9, 2000, at St. Luke's Hospital.
7. Juanita Calderon, D.D.S., is my dentist.
8. Paul McIntyre, Jr., is 4 ft., 8 in. tall.
9. Please drop off your old plastic bottles at M. E. Mayer Recycling, Inc., at 1423 Moscow Road.
10. During his TV lecture, Dr. Olson said that the Battle of Hastings happened in A.D. 1066.

EXERCISE B

11. Doctor
12. South, Street
13. General
14. Louisiana
15. Sunday

End Marks and Abbreviations, p. 239

EXERCISE

1. The British adventurer T. E. Lawrence is also known as Lawrence of Arabia.
2. Did you know that my house is on N. Peach Street?
3. Tonya grew up in St. Augustine, Fla., but now she lives in Toronto.
4. Please be very careful with that box! [or box.]
5. My father is being treated by Dr. John Kim.
6. Where did you put the toaster?
7. My mother left her job at Baxter, Baxter, and Assoc. and went to work for the FBI.

8. The dog snatched the bone off the kitchen counter.
9. Please let me know if you and David, Jr., want to come to the movies with me.
10. What a gorgeous sunset this is!
11. Prof. Pedro Ríos will speak to us about his research on black holes.
12. Who bought the house at 2403 W. Jefferson Lane?
13. How nice our new neighbors are!
14. Please call Mrs. McConnell about this weekend's plans.
15. Is Mr. Patrick Leblac, Sr., or his son going to the exhibit?
16. I believe Timothy S. Palmer published a new book last year.
17. What nerve she has to say such a thing!
18. The new community center will be on Kerr Ave. next to the library.
19. How much does that book by D.H. Lawrence cost?
20. Betsy has just moved to Flagstaff, Ariz., with her family.

Commas with Items in a Series, p. 240

EXERCISE A

Optional commas are underscored.

1. Tracy made her bed, hung up her clothes, and took out the trash.
2. Dale has the following jobs: drying dishes, walking the dog, and ironing.
3. The plane stops at Chicago, Atlanta, and Miami.
4. Nick, Tom, and Molly walk to school together.
5. They hike, swim, and play volleyball on Friday.
6. Do you live near the school, the park, or the factory?

7. The flower show had lilies, orchids, and violets.
8. Mrs. Olson, Mr. Ginsburg, and Dr. Pratt spoke at the assembly.
9. Oregano adds flavor to sauces, soups, and pasta.
10. Would you prefer to eat bagels, omelets, or cereal?

EXERCISE B

11. Old, worn tires may be recycled.
12. Yeast in warm, moist dough makes bread rise.
13. This is the reddest, roundest tomato in the pail.
14. C
15. Some children sang a jolly, carefree tune.
16. They played in a cool, spacious treehouse.
17. C
18. The fast, exciting game was fun to watch.
19. What a colorful, soft jacket that is!
20. C

Commas in Compound Sentences, p. 241

EXERCISE A

1. Bicycle safety is important, so learn the rules.
2. Drivers can't always see you, but you can usually see them.
3. Pilar owns a helmet, yet she sometimes forgets to take it.
4. Are you going to carry it to the park, or will you wear it?
5. Most helmets have reflectors, yet drivers may not see you.
6. My reflectors are shiny, but they're small.
7. Helmets can be light, and they should be comfortable.
8. Air vents are helpful, for you may perspire.
9. There's a bicycle club at school, so why don't we join it?
10. Jake did not race this week, nor did he race last week.

EXERCISE B *Coordinating conjunctions may vary.*

11. This is a long trip, so we packed plenty of food.
12. I'm wide awake, yet I'm not afraid.
13. This backpack is bulky, but it isn't heavy.
14. It's foggy outdoors, so we might start late.
15. You prepare the camp stove, and I will get the food ready.

Commas with Interrupters, p. 242**EXERCISE A**

1. The Jolly Tiger, my father's favorite restaurant, has a special this week on sandwiches.
2. I saw a special on television last night about cartography, the science of mapmaking.
3. The organizers of the field trip, Maya and Brenda, prepared a guidebook for the class.
4. Have you met Dr. Santini, our guest of honor?
5. Brendan, a science fiction fan, wrote a report about his favorite film.
6. I finally found a can of tomato sauce, the last necessary ingredient for the recipe.
7. Whiskers, our cat, is fond of sleeping under the bed.
8. The story, the funniest one I've read in a long time, was the last one in the book.
9. The movies' music was written by Bernard Herrmann, a well-known film composer.
10. A nutritionist, Mr. Unruh, will talk to us later about a balanced diet.

EXERCISE B

11. Tell me, Dr. Morituri, how long have you lived in San Francisco?
12. Carla, are you finished reading the newspaper yet?
13. Ask your mother's permission before you turn on the television, Nicoletta.
14. Try not to drop the ball next time, Ernesto.
15. If you bring the plates, Nedra, I'll bring the silverware.

Commas with Introductory Elements, p. 243**EXERCISE A**

- | | | |
|-----------|-----------|-----------|
| 1. 21j(3) | 3. 21j(3) | 5. 21j(2) |
| 2. 21j(2) | 4. 21j(1) | |

EXERCISE B

6. So, are you ready to go?
7. In the trees around our house, the birds make a loud racket every morning.
8. After the birthday party on Saturday, Kyle and Lucita cleaned up the yard.
9. On behalf of the entire team, the coach thanked Lakshmi for making the winning goal.
10. Say, have you read today's newspaper?
11. Before you apply for a passport, you will need to get your picture taken.
12. Once he was awake, Paul no longer remembered the frightening dream.
13. In the yard behind the house, a cat sleeps in a patch of sunlight.
14. Why, here comes Katie!
15. Ten minutes after the fireworks display had ended, smoke was still drifting across the lake.

Commas A, p. 244**EXERCISE**

Optional commas are underscored.

1. I wish I could come to the movies with you, but I have to mow the lawn.
2. No, that book is not the one she read.
3. That long, low mound of earth is called a barrow.
4. Isaac Newton was one of the founders of modern physics, the study of matter and energy.
5. The three closest planets to the Sun, Martin, are Mercury, Venus, and Earth.
6. Hey, is your dog a springer spaniel?
7. In the room at the top of the stairs, I found an old photo album.

8. The small, gray cat lapped milk from the saucer.
9. By the middle of the afternoon, the snow had melted.
10. Ms. Ozu, our next-door neighbor, plays the violin.
11. What sort of apple is this, Chester?
12. The short, peppy song on the radio made us all laugh.
13. Last weekend we went to the park, to the movie theater, and to the museum.
14. The dog lay down and began to whimper, so we gave it a treat.
15. Before you go, Aimee, tell us how you started writing songs.
16. Julio found an old, faded picture of his grandfather.
17. Do you want to see a movie, or would you rather see a concert?
18. Amelia has a dog, a cat, and a hamster.
19. The small, fragile locket was a treasured heirloom, and Kathryn wore it with pride.
20. Raphael read for three hours, for he couldn't wait to find out what happened.
5. In the backyard of our old house, we taught our dog to roll over.
6. Oh, I suppose you're right, Sue.
7. After lunch Mr. Pradesh raked the leaves, mowed the lawn, and trimmed the bushes.
8. Is someone coming to pick you up, or are you walking home?
9. The main ingredients of bread are flour, yeast, and water.
10. In the box on the top shelf of the closet, Mom's old ice skates are packed in tissue paper.
11. The man on the left is Dr. Salter, a local dentist.
12. At the first sign of spring, I start digging my garden.
13. The crafts project calls for a pine cone, glue, and some glitter.
14. Sara is interested in zoology, the study of animals.
15. The thick, dark mud pulled at the ankles of the horses, but the horses kept going.
16. In the summer of 2000, Alicia went to Spain.
17. The dog had thick, brown hair and large, floppy ears.
18. Mr. Allen had won the lottery, yet he continued to do most of his shopping at garage sales.
19. After she took a long peaceful nap, Kerri felt rested and alert.
20. After the long, cold winter, we were thrilled when spring arrived.

Commas B, p. 245

EXERCISE

Optional commas are underscored.

1. The four Beatles were John Lennon, Paul McCartney, George Harrison, and Ringo Starr.
2. Sarah, do you know Mr. Elway, the minister of our church?
3. Carlo does not like cold weather, yet he enjoys skiing.
4. The happy, energetic girl ran to meet her grandfather.

Conventional Uses of Commas, p. 246

EXERCISE

1. Have you ever been to Charleston, South Carolina?
2. We shopped at flea markets in Joliet, Illinois, last weekend.
3. Our family is moving to 335 Hopper Place, Trenton, New Jersey, next month.
4. Her aunt moved to Dallas, Texas, on February 4, 2001.
5. On October 26, 1825, the first boat traveled the length of the Erie Canal.
6. They arrived in New York City on November 4, 1985.
7. My cousin Morgan was born on January 12, 1998.
8. Nicholas moved to 18 Maple Road, Sacramento, California.
9. Is the University of Iowa in Iowa City, Iowa, or in Des Moines, Iowa?
10. Please send your request to Charing Cross Bookshop, 323 S. State St., Ann Arbor, MI 48104.
11. Mr. Thornhill took a train to Chicago, Illinois, on May 5, 2000.
12. The senator's office in Washington, D.C., accepts all her correspondence.
13. If you don't hear from me by August 23, 2001, you should send me my trunk.
14. Dear Uncle Luis,
15. Yours truly,
16. We have lived in Roswell, New Mexico, ever since I was six.
17. Jason was born in Austin, Texas.
18. My parents' twentieth wedding anniversary is on Monday, February 7, 2005.
19. Suzie has lived in Sacramento, California, and Seattle, Washington.
20. Sincerely,

Comma Review A, p. 247

EXERCISE

Optional commas are underscored.

1. The primary colors of the spectrum /are blue, red, and green.
2. The cows came down the hill, and the farmer led them into the barn.
3. You can recognize the gas station by its tall, red sign.
4. This summer we passed through Denver, Colorado, on our vacation.
5. Ms. Marrazzo, our English teacher, recommended that we read *The Yearling*.
6. Before you get too caught up in your book, bring me the newspaper.
7. Sincerely yours,
8. Chelsea brought her CD player to the party, and Bronwen brought some CDs.
9. Three of my favorite fruits are oranges, apples, and peaches.
10. The restaurant offers several specials on Tuesday evening, the slowest night of the week.
11. Yes, Virginia, you can go to Sally's house.
12. During the last /fifteen minutes of every school day, Ms. Long reads aloud to her class.
13. The cool, clean water of the spring refreshed the weary hiker.
14. Preston comes from Albany, New York, and Blanche comes from New Orleans, Louisiana.
15. I like your idea for a story, Anya, but let's ask Butler what he thinks.
16. Dear Dad,

17. On a hook over the stove, Joe, you will find a long, thin spoon.
18. Yes, our new address is 1221 W. 57th St., New York, NY 10001.
19. After July 12, 2000, please forward my mail to 1400 S. Congress Ave., Austin, TX 78704.
20. After the film was over, Nicci, Laura, and Michael walked out of the theater.

Comma Review B, p. 248

EXERCISE

Optional commas are underscored.

[1] Dear Carla,

[2] After I planned for college for years, I am finally a freshman at the University of Michigan. [3] I am sharing a house near campus with my friends Carl, Pete, and Otto.

[4] We don't always keep the house as orderly as we should, but we all pitch in to help clean.

[5] I am the dinner cook of the house, so it's my job to provide a cheap, nutritious meal every evening. [6] If you could see me, Carla, you would hardly recognize me!

[7] After class in the afternoon, I hurry home and start cutting up vegetables for a tasty, healthy dish. [8] Yes, I am quite the cook/although sometimes Otto, the other cook in the house, gives me a hand.

[9] I would write more, but it's time to start dinner!

[10] Your loving brother,

Leon

Semicolons, p. 249

EXERCISE A

1. February; the
2. peppers; he
3. C
4. lawyer; his
5. today; they

6. time; Kristen
7. sweater; it
8. week; we
9. C
10. soccer; Tamisha

EXERCISE B

- | | |
|----------------|-----------------|
| 11. Rico; they | 14. old; others |
| 12. Juan; it's | 15. C |
| 13. C | |

Colons, p. 250

EXERCISE A

1. Mrs. Yoshira will bring the following supplies: a tent, two cots, and a camp stove.
2. The question is as follows: "When does magma become lava?"
3. Uncle Jim ordered these items: a shovel, a sled, and skates.
4. Diego begins his paper route at 5:15 A.M.
5. C
6. At 7:40, we will leave for the airport.
7. Please bring the following: crayons, art paper, and watercolors.
8. Mr. Itoh announced the winners: Natalia Brooks, Teresa Cruz, and Jim Sheng.
9. Look for the following exhibits in the museum: the Tyrannosaurus rex, the walk-through engine, and the mummy.
10. Dear Sir or Madam:

EXERCISE B

11. Show times are as follows: 8:30, 9:30, and 10:30.
12. Do you realize that it's 3:30 in the morning?
13. C
14. Dear Dr. Jackson:
15. The following people should report to the cafeteria: Brian, Karen, and Maria.

Review A: End Marks and Abbreviations, p. 251

EXERCISE A

1. We're inviting Mrs. Guevera to the concert.
2. What a talented person she is!
3. Her appointment is with Dr. John R. Peterson.

4. Do we need to buy tickets now?
5. I don't have enough money.
6. Maybe Mr. Goldman will lend you some.
7. The Armstrong Corp. is our sponsor.
8. How nice they are!
9. Ted now lives on Sunset Ave. in San Diego.
10. Please sit down. [or down!]

EXERCISE B

[11] Sept. 6, 2001

[12] Dear Mrs. Rollins,

[13] Did you know we moved to St. Paul?

[14] What a great apartment we have!

[15] Mom works at the Ames Co. in town.

[16] She and Dad are usually home by 6:00 P.M.

[17] How are things in New Orleans? [18] Are you still planning a trip to Seattle, Wash.?

[19] Please call or write soon.

[20] Yours truly,

Patrick R. O'Malley

Review B: Commas, p. 252**EXERCISE A**

Optional commas are underscored.

1. Uncle Milo was born in Skopje, Macedonia, but he moved when he was ten.
2. After a terrible earthquake in his homeland, he immigrated to the United States.
3. If they get the chance, they will return someday.
4. Before the sun rose that day, he left to go fishing.
5. What horrible, frightening sounds he heard!
6. Well, what did he do then, Emily?
7. The ground began to tremble, and Milo rushed home.
8. When he got there, the house had already collapsed.

9. Later he and his family gathered clothes, food, and other belongings to take with them.

10. It happened on July 26, 1963.

EXERCISE B

Optional commas are underscored.

[11] July 18, 2000

[12] Dear Yoko,

[13] Well, I'm spending the summer at my aunt's farm. [14] We're busy dyeing sheep yarn just as our Navajo ancestors did. [15] My aunt uses the yarn to weave rugs, wall hangings, and blankets. [16] You can see the bright, colorful designs in this photo.

[17] If you have any free time, I would love to hear from you. [18] My aunt's address is 22 County Line Road, Pinedale, AZ 82941.

[19] Your pal,

[20] Lucy

Review C: Semicolons and Colons, p. 253**EXERCISE A**

- | | |
|--------------------|-----------------|
| 1. hard; we'll | 6. leave; it |
| 2. painting; isn't | 7. wrench; this |
| 3. C | 8. C |
| 4. tall; from | 9. team; he |
| 5. waltz; it | 10. C |

EXERCISE B

11. These are the debaters who will attend the semifinals: Bridget Humboldt, Anthony Pescecane, and Virginia Dunning.
12. Please bring the following for the field trip tomorrow: a glass jar with a lid, a handkerchief, and a magnifying glass.
13. C
14. The combination for the safe is as follows: right 21, left 15, right 7.
15. The train always arrives at 8:17 sharp.

Review D: End Marks, Commas, Semicolons, and Colons, p. 254

EXERCISE A

Optional commas are underscored.

1. My favorite vegetables are peas, squash, and tomatoes.
2. When you cook vegetables, do you steam them or microwave them?
3. Well, I do both kinds of cooking.
4. Wilford, what goes into chow mein?
5. You can use meat, vegetables, noodles, and soy sauce.
6. How delicious that sounds!
7. Peg will bring the noodles, and Samantha will bring the vegetables.
8. We'll turn on the oven at 11:00 A.M.
9. On the morning of the big feast, Mrs. Sanders will take us to the market.
10. We will buy fresh, crisp vegetables.

EXERCISE B

Optional commas are underscored.

11. Well, I know that it's somewhere in Southeast Asia, but I don't know its exact location.
12. Give a report about Asia's people, land, and animals.
13. There are a number of different cultures; many have their own dialects.
14. Mr. Pollack, tell us about the Plain of Jars.
15. It's an area with many large, mysterious jars.
16. Are there wild animals roaming about, or are the animals kept in zoos?
17. Monkeys, elephants, and leopards live in the forests.

18. What is the housing like, Miranda?
19. Some houses are built of bamboo; others are made with rattan.
20. The minerals in Laos include the following: tin, iron, zinc, and silver.

Proofreading Application: Poster, p. 255

Optional commas are underscored.

Dear Kids, [or Kids,] Do you have a bushel of stuffed animals just lying around your room? The children at St. Joseph's Hospital need these warm, cuddly fuzzies! You have already enjoyed them, so why not share them? Puppies, kitties, bears, lions, and tigers are all needed. Yes, your stuffed animals can comfort these kids and help them through a tough time. At the end of this week, we will be collecting stuffed animals at two locations. Deliver your clean stuffed animals to Otis T. Higgins Elementary School. You can also place your animals in the barrel in the lobby of the hospital at 54 N. Oakland St. Dr. Thelma Thompson will make sure that your treasured friends find good homes.

Literary Model: Narrative, pp. 256–57

EXERCISE A

Students may be tempted to circle ellipsis points. Explain that ellipsis points are used to show omissions from a quoted text. Although ellipses are made up of end marks (periods) they are not end marks themselves.

1. The band began to play again. There was movement in the dense crowd at our end of the floor; it thinned rapidly. Boys came over, girls went out to dance. Lonnie went. The girl on the other side of me went. Nobody asked me. I remembered a magazine article Lonnie and I had read, which

said *Be gay!* *Let the boys see your eyes sparkle, let them hear laughter in your voice!* . . . It was true, I had forgotten. My eyebrows were drawn together with tension; I must look scared and ugly . . .

Girls were still going out to the floor. Some, despairing, went with each other. But most went with boys. Fat girls, girls with pimples, a poor girl who didn't own a good dress and had to wear a skirt and sweater to the dance; they were claimed, they danced away. Why take them and not me? Why everybody else and not me? I have a red velvet dress, I did my hair in curlers, I used a deodorant and put on cologne. Pray, I thought . . .

From "Red Dress—1946" by Alice Munro. Copyright © 1968 by Alice Munro. Originally published in *Dance of the Happy Shades* by Alice Munro. Originally published by McGraw Hill Ryerson. All rights reserved. Reprinted by permission of William Morris Agency.

2. Periods, exclamation points, and question marks are used in this passage.

EXERCISE B

Punctuation marks are one way that an author expresses emotion. By using a variety of punctuation marks, Munro tells the reader two things: one, this story will have a wide range of emotions, and, two, those emotions may be confused and chaotic. Readers can easily imagine the confusion of an emotional girl as she asks herself, "Why take them and not me?" or remembers the advice, "let them hear the laughter in your voice!"

EXERCISE C

Answers will vary. A sample response is given.

"What am I doing here?" I asked myself. I'd sworn that I would never baby-sit the three Morrison brats again. Yet, here I was—oh, what a fool! There was jam spread all over the kitchen table, sugar all over the floor from the turned-over sugar bowl, and corn flakes leaving a trail from the kitchen to the living room.

"Please, Ricky, please come baby-sit for just two tiny hours," Mrs. Morrison had begged me. "I've got to get some holiday shopping done. Do me this little favor, and I'll remember you in my will." Did I listen to my red warning voice telling me that accepting this job would be worse than getting the flu? Of course not. I let the temptation of making ten dollars blind me to what the reality of spending two tiny hours with those brats would be. Now I was paying for it—big time!

EXERCISE D

Answers will vary. Sample responses are given.

1. The exclamations and questions make the narrative much more enjoyable and interesting. They make the writing seem like Ricky's actual thoughts—"Yet, here I was—oh, what a fool!" It is easier for me as a reader to imagine his situation because I am seeing it through his point of view; and that point of view includes his observations of what is happening, the thoughts he is having while in the situation, and his thoughts as he remembers how he ended up in the situation.
2. Whenever a writer wants to inform readers, exclamations do not commonly appear. These marks of punctuation are inappropriate because they express a writer's own emotional reaction. In informative writing, such as that for encyclopedias, authors try to be objective, not emotional. Readers of informative writing do not want to know about a writer's bias. They want facts. Therefore, writers rarely use exclamations and questions in such contexts.

Writing Application: Proposal Letter, p. 258

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Colons are used twice to set up lists.

1 2 3 4 5

Date and time are included.

1 2 3 4 5

Several appropriate activities have been planned for the overnighiter.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 13: Punctuation (Underlining, Quotation Marks, Apostrophes, Hyphens, Parentheses), pp. 259–84

Choices: Investigating Punctuation, p. 259

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Underlining (Italics) A, p. 260

EXERCISE A

1. Uncle Ed gave me six copies of National Geographic.
2. Is there a travel section in the Miami Herald?
3. Fog Warning was painted by Winslow Homer.
4. My sister sang in The Mikado, an operetta.
5. Judy Garland starred in The Wizard of Oz.

EXERCISE B

6. Every Sunday my aunt does the crossword puzzle in The New York Times.
7. The train City of New Orleans runs from Chicago to New Orleans.
8. My favorite old television show is Lost in Space.
9. Have you ever read Mark Twain's novel The Adventures of Huckleberry Finn?

10. Last night my sister took me to see the opera The Marriage of Figaro.
11. What year did the Titanic sink?
12. What year was the film Titanic released?
13. My young brother always reads the magazine Boy's Life from cover to cover.
14. The painting American Gothic is the work of the American artist Grant Wood.
15. Can anyone tell me who wrote the play Romeo and Juliet?

Underlining (Italics) B, p. 261

EXERCISE A

1. Last night the orchestra played George Gershwin's long work Rhapsody in Blue.
2. What time does TV Guide say the program starts?
3. Mary Shelley's novel Frankenstein was published when she was only twenty-one years old.
4. The funniest movie I ever saw was Duck Soup, a Marx Brothers film.
5. My little sister enjoys watching reruns of The Andy Griffith Show.
6. Stuart is reading The Phantom Tollbooth, a book by Norton Juster.
7. How long is the play Hamlet?
8. When we were in Long Beach, California, we visited the old ocean liner the Queen Mary.
9. In the museum Maria spent a long time looking at Rembrandt's painting Night Watch.
10. This year the student musical will be The Music Man.

EXERCISE B

11. The song “I Could Have Danced All Night” appears in the musical My Fair Lady.
12. We learned about the Constitution, a warship.
13. Picasso’s famous painting Guernica was painted in response to the Spanish Civil War.
14. Ms. Dominquez read aloud to her class from the book I Know Why the Caged Bird Sings.
15. For his birthday, Prentice’s parents took him to see the film James and the Giant Peach.
16. The narrator for this recording of Peter and the Wolf is the actor Patrick Stewart.
17. Sondra read a profile of Denzel Washington in People magazine.
18. The Civil War battleships the Monitor and the Merrimack fought a battle on March 9, 1862.
19. Maria’s sister enjoys watching the show 7th Heaven.
20. The song “Octopus’s Garden” appears on the Beatles album Abbey Road.

Quotation Marks with Direct Quotations, p. 262

EXERCISE

1. Mr. Lasky said, “You can leave for the game.”
2. “Your dress looks like a costume,” Mother remarked.
3. “Thomas, will you buy the sandwiches?” asked Coach Schultz.
4. C
5. Judith said, “I’ll bring paper plates.”

6. “Who borrowed my ruler?” Carmen asked.
7. C
8. Grandma cried out, “^Aa tornado is coming!”
9. Who said, “Each player will receive a prize?”
10. C
11. “Can I have an apple, too?” asked Fiona.
12. “Yikes!” shouted Annie. “There’s a snake on the trail.”
13. Casey pulled her lips back over her gums and asked, “^Ddo I have anything on my teeth?”
14. “Wash the dishes,” instructed Dad, “and afterward we’ll play chess.”
15. “Beauregard is the name of my new pet rabbit,” announced the girl proudly.
16. “Sometimes,” said Felipe, “I go to the Tejano record store in my electric wheelchair.”
17. “Catch Fido before she catches that cat!” screamed Greg.
18. Who said, “I have your sweater?”
19. C
20. “I have learned the names of the constellations,” said Ashley, “but can’t identify them yet.”

Quotation Marks in Dialogue, p. 263

EXERCISE A

- [1] Rena asked, “What are you doing here, Sonia?” “Do you need to use the school’s computer?” [2] ^A “Well, maybe,” Sonia replied, “but I don’t have anyone to show me how.” [3] ^A “I’ll be glad to show you,” said Rena. [4] ^A “I don’t really understand everything that

Mr. Frank told us,” Sonia said. [5] ¶ Rena laughed, “Who could understand everything about computers?” [6] ¶ Sonia said, “Well, let’s get started.” ¶ “I only have thirty minutes.” [7] ¶ “Please hand me the mouse,” Rena said. “Do you remember what Mr. Frank said?” [8] ¶ He said,” continued Rena, “Students, to open a document on a disk, you must double-click on the disk icon.” [9] ¶ “Thanks for the tip,” Sonia said. “That sounds easy.” [10] ¶ “No problem,” said Rena.

EXERCISE B

11. “Alice asked me, ‘Have you already read the assignment?’” said Lewis.
12. “Then Mr. Okonkwo said, ‘Let’s make a model of the catapult,’” continued Enrico.
13. Victor said, “Why don’t we all pitch in? We can finish the project early if we all work together.”
14. “I used to have a bicycle just like this one,” said Sara.
15. “It’s such a gloomy day. Do you want to stay inside and play a board game?” asked Tomas.

Quotation Marks with Titles, p. 264

EXERCISE

1. Have you read “Hector the Collector,” a poem by Shel Silverstein?
2. That was in the chapter “Reading Poetry.”
3. Denise said, “The story ‘Mufaro’s Beautiful Daughters’ is an African tale.”
4. “How to Open a Savings Account” is a good article.
5. “The School Bus Mystery” was a thrilling episode.
6. Did you find the article “Caring for Your Puppy” helpful?
7. We sang “Row, Row, Row Your Boat” all the way home.
8. The story “The Three Billy Goats Gruff” makes my cousin laugh.

9. “Next Monday you will each recite the poem ‘Jimmy Jet and His TV Set,’” said Mr. Smith.
10. “Over the Rainbow” is a song from *The Wizard of Oz*.
11. “The Lake Isle of Innisfree” is a poem by W. B. Yeats.
12. We read Faulkner’s short story “Barn Burning.”
13. Lisa read a story called “The Darling.”
14. The journalist wrote about his experiences on the job in the article “How I Got That Story.”
15. “Would you like to sing ‘Don’t Rain on My Parade?’” asked Mary.
16. My favorite TV show featured an episode called “Hush.”
17. One section of our literature text is called “Machine Mania: People and Technology.”
18. Jason replied, “My favorite song is ‘Bridge over Troubled Water.’”
19. The article “Build Your Own Airplane” ended with a list of necessary parts.
20. “A Day in the Life” is the last song on the album *Sgt. Pepper’s Lonely Hearts Club Band*.

Quotation Marks, p. 265

EXERCISE A

1. “Who is your favorite author?” asked Miss Ray.
2. Blake read the short story “The Lottery” during the lunch period.
3. “Those customs,” said Anna, “are interesting.”
4. Have you heard Ray Charles sing “America the Beautiful”?
5. Sherri replied, “^Many people enjoy swimming. It is great exercise.”
6. Danny Gatton plays an interesting version of the song “Sleepwalk.”

7. “In Japan there is a holiday called Children’s Day,” reported Xavier.
8. “What is the point of the story?” asked Lee.
9. Mr. Thompson said, “^Iif you study the chapter, you will do well on the test.”
10. “David will be in charge of lighting. Marie will handle the props,” said Laurie.

EXERCISE B

11. “Where is the article I read?” asked Dad.
12. Ricki said that the entire crowd sang the song “Take Me Out to the Ballgame” during the seventh-inning stretch.
13. Mrs. Lindenmayer said, “I want you to read Isaac Asimov’s story ‘The Fun They Had.’”
14. “Did Mr. Standish say, ‘The science projects are due next week?’” asked Tracy.
15. Tonya said, “You’d love the poem ‘The Red Wheelbarrow!’”

Underlining (Italics) and Quotation Marks A, p. 266

EXERCISE

1. Sergio did a book report on The Return of the Native, a novel by Thomas Hardy.
2. His favorite chapter of the book was “The Custom of the Country.”
3. “Please come in!” said Steve. “It’s so good to see you!”
4. The plane that Charles Lindbergh flew across the Atlantic was called the Spirit of St. Louis.
5. Teresa’s favorite poem is “Things to Do If You Are a Subway” by Bobbi Katz.
6. My aunt and uncle subscribe to Reader’s Digest.
7. “Did anybody else see the episode of 7th Heaven last night?” asked Stacy.
8. “Please pick up your songbooks,” said the choir director, “and turn to ‘This Land Is Your Land.’”
9. “My grandfather,” said Claire, “once rode the famous train the Orient-Express.”
10. The last song on the CD is the Cole Porter classic “Night and Day.”
11. “I have tickets for a performance of the opera La Bohème,” announced Rodney.
12. Is the song “Mona Lisa” about the famous painting Mona Lisa?
13. Han Solo’s spaceship in the film Star Wars is called the Millennium Falcon.
14. “Which story would you like to read,” asked Michele, “‘The All-American Slurp’ or ‘La Bamba’?”
15. “All aboard for the Orange Blossom Special!” cried the conductor from the railway platform.
16. “I just read an article in the paper yesterday,” said Elisabeth, “called ‘Raising Bigger Pumpkins.’”
17. “Please open your copies of the book Black-Eyed Susans,” said Ms. Akers, “and turn to the story ‘A Sudden Trip Home in the Spring.’”
18. Mr. Costello told us to turn to the second chapter, “Introduction to Atomic Structure.”
19. “Someday,” said Ronnie, “I’d like to take a cruise on the Queen Elizabeth 2.”
20. “David Copperfield is an enjoyable novel,” said Professor Humboldt.

Underlining (Italics) and Quotation Marks B, p. 267

EXERCISE

1. The ships Columbus sailed to America were the Niña, the Pinta, and the Santa María.
2. The professor assigned the third chapter, "The Circulatory System."
3. "How long has it been snowing?" asked Chelsea.
4. The first Mark Twain book he ever read was A Connecticut Yankee in King Arthur's Court.
5. He told us that he wanted to set the Langston Hughes poem "The Weary Blues" to music.
6. Glendon said, "The train to the ski resort is called the Snowbird Express."
7. "A good book about Germany," said Mr. Boylan, "is After the Wall: Eastern Germany Since 1989."
8. "I don't know the lyrics to 'Chattanooga Choo-Choo,'" said the pianist, "but I can play the tune."
9. "We subscribe to several newsmagazines," said Meadow, "including Time and Newsweek."
10. The music teacher asked her class if they had ever heard the song "Baby Elephant Walk."
11. I read an article last night called "How to Start a Garden in Your Backyard."
12. "We've never read a story like 'Dragon, Dragon' before," said Jeff.
13. "When did Arthur Conan Doyle write the book A Study in Scarlet?" asked the editor.
14. "I hear you saw the film Toy Story last night," said Alison. "What did you think of it?"
15. "I think you should call your short story 'The End of the Day,'" suggested Anthony.
16. "Doesn't the song 'Sunrise, Sunset' come from the musical Fiddler on the Roof?" asked Pavel.
17. "Carla's favorite episode of Star Trek," Paul explained, "is 'The Enemy Within.'"
18. In the lounge car of the California Zephyr, Michael found a copy of National Geographic.
19. "My father sailed from Bombay to London," said Parvati, "on a ship called The Star of India."
20. "You will find the information you need," said Mr. Waldrop, "in the book Famous Disasters at Sea, in the chapter titled 'The Sinking of the Lusitania.'"

Apostrophes with Possessives, p. 268

EXERCISE A

1. the patient's temperature
2. Mona's coat
3. the ducks' nests
4. the women's boats
5. the child's doll
6. that box's lid
7. the goose's health
8. the turtles' shells
9. men's shoes
10. Florida's coastline

EXERCISE B

- Mr. Smith's 11. Mr. Smiths dogs are in the backyard.
- Velma's 12. Velmas twin sisters attend preschool.

- Jeffrey's 13. Have you heard Jeffrey's poem?
- candidates' 14. Those candidates' speeches were brief.
- birds' 15. The birds' cages had been left open.

Possessive Pronouns, p. 269

EXERCISE A

1. ours
2. hers
3. C
4. theirs
5. C

EXERCISE B

6. someone's cup
7. their task
8. no one's fault
9. his friend
10. your desk
11. anyone's shoe
12. one's habits
13. his glasses
14. your project
15. anybody's pencils

Apostrophes in Possessives, p. 270

EXERCISE

1. the dog's dish
2. the women's poems
3. someone's raincoat
4. his cassette
5. the two girls' basketball team
6. the children's games
7. the principal's computer
8. their driveways
9. no one's dreams
10. the geese's wings
11. Rosa's baby

12. her patience
13. the soldiers' backpacks
14. the people's votes
15. the artists' studios
16. everybody's classes
17. the wall's color
18. the cow's mooing
19. our wheelbarrow
20. neither's flashlight

Apostrophes in Contractions, p. 271

EXERCISE A

- | | |
|-----------|------------|
| 1. I'm | 6. didn't |
| 2. Isn't | 7. Wasn't |
| 3. She's | 8. Let's |
| 4. isn't | 9. Here's |
| 5. That's | 10. you've |

EXERCISE B

- | | |
|-------------|-------------|
| 11. Whose | 14. there's |
| 12. They're | 15. it's |
| 13. It's | |

Apostrophes in Plurals, p. 272

EXERCISE A

1. Alex wrote X's in all of the boxes.
2. How many c's are in *necessary*?
3. Count to fifty by 10's.
4. You forgot the dots in your ?'s and !'s.
5. There are three 5's in my telephone number.
6. Add commas after your *well's* and *why's*.
7. Write out your *and's* instead of using &'s.
8. Iola makes fancy G's.
9. Make sure that your *too's* have two o's.
10. Ken's V's look like U's.

EXERCISE B

- | | |
|--------------|---------------------------|
| 11. to's | 16. K's |
| 12. 2's | 17. also's |
| 13. *'s | 18. 75's |
| 14. y's | 19. @'s |
| 15. uh huh's | 20. if's, and's, or but's |

Apostrophes Review, p. 273**EXERCISE**

1. Kathy's scores from the ice-skating judges were all 9's.
2. The men's chorus sang an old Welsh hymn as their final number.
3. Our science project's more complicated than theirs.
4. How many *like's* do you count in Brett's essay?
5. Three of the books' covers were damaged.
6. C
7. I can't say *no* to a good bargain.
8. The mechanic tuned the car's engine.
9. Everybody's hair got wet in the sudden rainstorm.
10. The firefighters' faces were streaked with soot.
11. The mouse's nest was lined with feathers and leaves for the winter.
12. Either's suggestion for a story would work just fine.
13. That bicycle is not his; it's hers.
14. The children's rooms were surprisingly tidy.
15. There are too many &'s in the book's title.
16. The radio announcer's voice showed little emotion during the news bulletin.
17. Nobody's house was damaged by the flood last week.
18. C
19. We shouldn't keep our friends waiting any longer.
20. All the students' votes were tallied by four o'clock.

Hyphens, p. 274**EXERCISE A**

- | | |
|------------------|-------------------|
| 1. hid-ing | 6. pump-kin |
| 2. door-bell | 7. do not divide |
| 3. do not divide | 8. do not divide |
| 4. do not divide | 9. ex-er-cise |
| 5. sur-prise | 10. do not divide |

EXERCISE B

11. Thirty plus two equals thirty-two.
12. My brother has a part-time job.
13. In eleven years, I will be twenty-three years old.
14. The secretary-elect will attend the meeting.
15. The well-planned party was a success.
16. My grandparents have lived in that house for forty-one years.
17. The world-famous actor signed autographs for three hours.
18. Does your camera have a wide-angle lens?
19. Eighty-four students have joined the Nature Club already.
20. Suki's self-confidence grew with each speech she made.

Parentheses, p. 275**EXERCISE**

1. Descartes (pronounced dā•kärt) was a French philosopher and mathematician.
2. Will your sister bring Sally (her best friend from fourth grade) to the picnic?
3. At the age of three, Cameron (a very energetic child) learned to ride a bicycle.
4. Our dog (he's a golden retriever) loves to fetch sticks.
5. Sir Noel Coward (1899–1973) was a famous English playwright and songwriter.
6. The computer in our history class (it's brand new) has a direct connection to the Internet.
7. Suzi (a two-year-old) always enjoys playing in the backyard.
8. Ron takes a walk every afternoon after school. (It's his time to relax.)
9. Please find the information about the Civil War in your textbook (pp. 203–224).
10. The song the choir performed (I think it was called "Greensleeves") was beautiful.
11. Celia Cruz (known as the "Queen of Salsa Music") was awarded the National Medal of Arts in 1994.
12. Some cooks use a roux (pronounced rōō) to thicken sauces and gravies.

13. W. C. Fields (1880–1946) is well known for the comedy films he made.
14. Is Patricia Henderson (class of '99) now finishing college with a degree in advertising?
15. O. Henry (the pseudonym of William Sydney Porter) wrote short stories about ordinary people.
16. Thomas Allen (do you know him?) will be joining us for dinner.
17. How nice it is to live next to the Burtons (a family of five)!
18. The surgical procedure (see description on page 153) takes about two hours.
19. Uncle Brent's new pet (his name is Boggles) is a calico cat.
20. Bob and Liz (you may remember them from school) are moving to Nevada.

Apostrophes, Hyphens, and Parentheses Review, p. 276

EXERCISE

1. The third student in line (the one in the yellow shirt) will carry the class's sign.
2. Jane's grandfather immigrated from Poland in 1926.
3. Jim (an ex-baseball player) now coaches two high school teams.
4. Why won't you go to the movies with us on Saturday night?
5. The committee will sponsor a dinner in honor of the president-elect.
6. We've asked Donna's mother (an architect) to speak to our class.
7. Did they say we needed fifty-five signatures or sixty-five?
8. The creek is not very wide (fifteen feet).
9. There are two u's in the word *vacuum*.
10. The senators' spouses will accompany them to the president's speech.
2. Our class sang "This Land Is Your Land."
3. My favorite book is Sarah, Plain and Tall.
4. "Watch out for that fence!" yelled Lucas.
5. How many back issues of the magazine Cricket did you save?
6. You should read the article titled "Remember the Space Shuttle Challenger."
7. My grandparents saw The King and I on Broadway.
8. "Philadelphia Express," Jason explained, "is the name of a train."
9. Meg asked, "Did you check the reviews in The New York Times?"
10. Bronco Buster is a painting by N. C. Wyeth.
11. Uncle Emil sailed for England on the Queen Elizabeth 2.
12. "When I was younger," said Dad, "I could run for miles."
13. Who has read the chapter called "Enjoying Short Stories"?
14. The spacecraft Giotto sent back images of a comet.
15. There's a list of summer camps in the June issue of Seventeen.
16. Josie boasted, "My test score was the highest."
17. Seven Brides for Seven Brothers is a popular musical play.
18. Clara called her poem "Wishing."
19. The article is called "Making Friends with Your Parents."
20. "What did you learn from it?" Mom asked.
21. "Is it hard to make?" Angel wondered.

Review A: Underlining (Italics) and Quotation Marks, p. 277

EXERCISE

1. "Have you heard of the Discovery?" Quentin asked. "It's a space shuttle."

22. Kelly laughed and said, “No, it’s really easy.”
23. “I have tomatoes,” Angel said, “but no onions.”
24. Robert asked, “How much garlic should we use?”
25. Angel said, “Add lots. I love garlic!”

Review B: Apostrophes, p. 278

EXERCISE A

1. someone’s gloves
2. the women’s hats
3. the deer’s path
4. the Petersons’ vacation
5. the employees’ salaries

EXERCISE B

- | | |
|-----------|------------|
| 6. aren’t | 9. Let’s |
| 7. Who’s | 10. That’s |
| 8. can’t | |

EXERCISE C

11. Mother says that I use too many *like*’s when I tell a story.
12. C
13. Those movies’ plots are both predictable.
14. Who’s been eating my lunch?
15. They’re planning a trip to the beach.
16. C
17. The bean burritos seemed to be everybody’s favorite dish.
18. What do the +’s and –’s indicate on this chart?
19. Two players’ mitts were left on the field.
20. I found someone’s scarf on the floor.

Review C: Hyphens, p. 279

EXERCISE A

- | | |
|------------------|------------------|
| 1. up-ward | 6. base-ball |
| 2. do not divide | 7. do not divide |
| 3. ter-rible | 8. un-der-stand |
| 4. do not divide | 9. do not divide |
| 5. to-day | 10. cos-tume |

EXERCISE B

11. a long-standing argument
12. C
13. eighty-six red balloons
14. the all-seeing eye
15. my great-grandmother Sarah
16. ex-quarterback
17. up-to-date information
18. fat-free yogurt
19. fifty-one spoons
20. self-help book
21. one hundred twenty-five people
22. fifty-two cards
23. a first-rate book
24. a self-made woman
25. an all-inclusive list
26. an ex-senator
27. a well-made bicycle
28. C [*or* a bicycle that is well-made]
29. a television that is brand-new
30. a brand-new notebook

Review D: Underlining (Italics), Quotation Marks, Apostrophes, Hyphens, Parentheses p. 280

EXERCISE

1. Maria’s oldest brother is studying the painting Mona Lisa.
2. “There are,” said Sally, “two *m*’s in *dilemma*.”
3. The book’s fourteenth chapter is called “Dr. Moreau Explains.”
4. The women’s basketball team is going to the state finals.
5. My favorite author Ray Bradbury wrote the book Something Wicked This Way Comes.
6. We subscribe to one newspaper, the Austin American-Statesman.
7. “Mark said, ‘You should first preheat the oven,’” replied Helena.

8. “Who knows about the ocean liner Queen Mary?” asked her brother.
9. The long-awaited pageant has speaking parts for thirty-eight people.
10. “Are any ex-presidents going to comment on the election?” asked Judge Thorpe.
11. I would have ridden my own bicycle in the race, but it’s being repaired.
12. “Denzel Washington is my favorite actor. I’ve seen all his movies,” said Terri.
13. He didn’t know that we subscribe to National Geographic magazine.
14. Many of the athletes’ parents were disappointed by the coach’s decision.
15. Everybody’s attention was diverted by the marching band.
16. She asked, “Can you remember the first line of the William Blake poem ‘The Tyger’?”
17. “All of your permission slips,” said Mr. Ghose, “need to be returned by Thursday, the tenth.”
18. My great-grandfather knows all the words to the Irish folk song “The Wild Colonial Boy.”
19. “I enjoy the long-lasting flavor,” announced Paul.
20. How many *ifs* can you find in the story?

Proofreading Application: Interview, p. 281

¶ “Tell me, Ms. Peabody, when did you begin writing?” I asked, thrilled to be talking to the author of the famous series of children’s books.

“My mother tells me that I started writing at the age of three. By the time I was eight, I was making small booklets of my stories,” Ms. Peabody answered.

“When did you publish your first story?” I persisted. ¶ “I was twenty-three when I published the story ‘Noogie, the Squirrel’” she recalled.

“Noogie,” I smiled, “how I loved him when I was younger.”

Ms. Peabody laughed, “Yes, so many children loved Noogie and his mischievous antics that I wrote the novel Noogie’s Big Idea.”

“Hollywood’s making that book into a film now,” I observed.

“Indeed, it is, dear. The working title is Frantic Antics. It’ll be animated by computers, or so they tell me,” Ms. Peabody answered.

“I can’t wait to see how the film handles the grocery store scene and its pandemonium,” I remarked.

“Whatever the director does, it’ll never beat the readers’ imaginations,” she said, and I couldn’t help agreeing with her.

Literary Model: Dialogue in Fiction, pp. 282–83

EXERCISE A

1. *Answers will vary. Sample responses are given.*
the boy (Jim): Jim seems to be naive, trusting and unacquainted with rough ways. He also seems kind in that he tries to protect the blind man from the anger of the captain.

the blind man (Pew): The blind man is obviously someone who is accustomed to getting his own way. He does not hesitate to use force, even on a boy. His strength and courage are such that blindness does not seem to be an obstacle to him or a reason for caution.

2. *Answers will vary. A sample response is given.*
Stevenson is using indirect characterization. The author does not comment directly on the blind man. The blind man’s rough words and actions and the boy’s reactions to those actions tell readers what sort of man he is.

EXERCISE B

Answers will vary. A sample response is given.

No, if Stevenson had used direct characterization, his characters would not be nearly so rich and lively. Readers would not have had the opportunity to hear the exact words of the characters. By reading the exact words of the characters, readers have the chance to form their own opinions, instead of listening to the author's opinion of those characters.

EXERCISE C

Answers will vary. A sample response is given.

"Oh, no, it's raining! Our picnic will be ruined, Grandmother."

"We can spread a blanket right here on the porch and still have our picnic, and we won't have to bother with the ants."

"But, what about Nancy? She was going to meet us at the park."

"Give your young friend a call and ask her over."

"Naw, she probably won't want to come. She wanted to play in the fort at the park."

"You could make a tent under the dining room table."

"Nope, I always end up bumping my head when I do that. Besides we wanted to collect leaves for our school project."

"Yes, you're quite right. You certainly wouldn't want to put your raincoat on, take an umbrella, and splash in the puddles while you collect leaves in the backyard. And, naturally, Nancy wouldn't want to sip hot chocolate in the tent on the porch afterwards, would she?"

"No! She would! I know she would! You're wrong, Grandma!"

EXERCISE D

Answers will vary.

Writing Application: Character Analysis, p. 284

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Three characters are discussed.

1 2 3 4 5

Each paragraph discusses two similarities and one difference between the character and the writer.

1 2 3 4 5

Specific examples and details support descriptions of each character.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 14: Spelling, pp. 285–309

Choices: Exploring Spelling, p. 285

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Good Spelling Habits, p. 286

EXERCISE A

- | | |
|------------------------|--------------------|
| 1. <u>recognize</u> | recgnize |
| 2. defintion | <u>definition</u> |
| 3. awkard | <u>awkward</u> |
| 4. <u>temperature</u> | temperture |
| 5. probbly | <u>probably</u> |
| 6. pespire | <u>perspire</u> |
| 7. educationle | <u>educational</u> |
| 8. <u>modern</u> | madern |
| 9. legislature | <u>legislature</u> |
| 10. <u>excellent</u> | excellnt |
| 11. ilegal | <u>illegal</u> |
| 12. <u>wonderfully</u> | wonderfully |
| 13. <u>evil</u> | eval |
| 14. bisciut | <u>biscuit</u> |
| 15. <u>Roman</u> | Romin |
| 16. noval | <u>novel</u> |

- | | |
|------------------------|------------------|
| 17. <u>enormous</u> | enormis |
| 18. <u>transcripts</u> | transcrips |
| 19. comotion | <u>commotion</u> |
| 20. <u>heights</u> | hieghts |

EXERCISE B

Answers may vary depending upon the dictionary used.

- | | |
|-------------------|-------------------|
| 21. pe-des-tri-an | 26. ex-treme-ly |
| 22. ri-val-ry | 27. pres-i-dent |
| 23. straw-ber-ry | 28. li-brar-y |
| 24. va-por-ize | 29. as-sis-tant |
| 25. hos-pi-ta-ble | 30. mys-te-ri-ous |

ie and ei, p. 287

EXERCISE A

- | | |
|--------------------|-----------------|
| 1. <u>field</u> | feild |
| 2. wieght | <u>weight</u> |
| 3. riendeer | <u>reindeer</u> |
| 4. <u>shield</u> | sheild |
| 5. nieghbor | <u>neighbor</u> |
| 6. <u>sleigh</u> | sliegh |
| 7. theif | <u>thief</u> |
| 8. reciept | <u>receipt</u> |
| 9. releif | <u>relief</u> |
| 10. <u>achieve</u> | acheive |

EXERCISE B

- | | |
|------------------|-------------|
| 11. C | 16. relieve |
| 12. chief | 17. C |
| 13. conceited | 18. priests |
| 14. surveillance | 19. ceiling |
| 15. C | 20. sleigh |

Prefixes, p. 288

EXERCISE A

- | | |
|--------------|-----------------|
| 1. illogical | 6. preview |
| 2. immobile | 7. unnatural |
| 3. misspell | 8. immeasurable |
| 4. overreact | 9. disinterest |
| 5. unfeeling | 10. reevaluate |

EXERCISE B

Answers will vary. Sample responses are given.

11. preview—Before the movie started, several previews were shown.
12. inappropriate—The essay was well written, but the topic was inappropriate for science class.
13. interstate—Yes, we do expect to build a new interstate highway.
14. semidarkness—In the semidarkness, he didn't notice the jacks on the floor.
15. unnatural—The kindergartner painted the sky an unnatural green.

Adding -ness and -ly, p. 289**EXERCISE A**

- | | |
|----------------|------------------|
| 1. slowness | 11. friendly |
| 2. quickly | 12. hardness |
| 3. perfectly | 13. hardily |
| 4. messiness | 14. quietly |
| 5. sadness | 15. highness |
| 6. blandly | 16. softly |
| 7. silliness | 17. hungrily |
| 8. bluntly | 18. togetherness |
| 9. suddenly | 19. loudness |
| 10. tenderness | 20. shortness |

EXERCISE B

21. toughness
22. sincerely
23. friendliness
24. silliness
25. happily

Adding Suffixes to Words Ending in Silent e, p. 290**EXERCISE A**

1. loveless
2. spiteful
3. grudging
4. truly
5. driver
6. living

7. stately
8. outrageous
9. inflated
10. statement
11. sponging
12. replacement
13. serviceable
14. spineless
15. strangely
16. immersible
17. argument
18. lovable
19. hateful
20. facing

EXERCISE B

21. replacement
22. causing
23. harmless
24. valuable
25. achievement

Adding Suffixes to Words Ending in y, p. 291**EXERCISE A**

- | | |
|---------------|---------------|
| 1. pried | 11. lonelier |
| 2. married | 12. delaying |
| 3. playing | 13. laziest |
| 4. spying | 14. reliable |
| 5. laying | 15. rainier |
| 6. gaily | 16. flying |
| 7. tried | 17. displayed |
| 8. prettiness | 18. player |
| 9. stayed | 19. silliness |
| 10. easiest | 20. steadier |

EXERCISE B

21. prettier
22. daily
23. ferrying
24. phoniest
25. played

Doubling Final Consonants When Adding Suffixes, p. 292

EXERCISE A

- | | |
|-------------|--------------|
| 1. speaker | 11. gladdest |
| 2. bugged | 12. sadder |
| 3. slimming | 13. fatter |
| 4. reddest | 14. schooled |
| 5. sleeper | 15. batted |
| 6. matted | 16. weeping |
| 7. wearer | 17. bearing |
| 8. leaking | 18. meekest |
| 9. bigger | 19. sitter |
| 10. petted | 20. swimming |

EXERCISE B

21. stopped
22. fairest
23. lagging
24. chatted
25. weaker

Suffixes, p. 293

EXERCISE A

- | | |
|------------------|----------------|
| 1. generally | 11. silliness |
| 2. peaceable | 12. studying |
| 3. invitation | 13. player |
| 4. merriment | 14. slugger |
| 5. valuable | 15. nearest |
| 6. entertainment | 16. hairiness |
| 7. ferrying | 17. inflation |
| 8. employing | 18. courageous |
| 9. biggest | 19. tried |
| 10. roofing | 20. fateful |

EXERCISE B

21. peaceful
22. courageous
23. creative
24. statement
25. inspiration

Forming the Plurals of Nouns A, p. 294

EXERCISE A

- | | |
|-------------|---------------|
| 1. apples | 11. eagles |
| 2. waxes | 12. umbrellas |
| 3. cars | 13. Pauls |
| 4. bosses | 14. glitches |
| 5. beaches | 15. Joneses |
| 6. sciences | 16. zebras |
| 7. socks | 17. pills |
| 8. pinches | 18. mixes |
| 9. splashes | 19. Gomezes |
| 10. snoozes | 20. beagles |

EXERCISE B

21. tourists
22. taxes
23. sonatas
24. sleeves
25. churches

Forming the Plurals of Nouns B, p. 295

EXERCISE A

- | | |
|----------------|---------------|
| 1. navies | 11. tragedies |
| 2. boys | 12. monkeys |
| 3. kangaroos | 13. paydays |
| 4. sopranos | 14. ratios |
| 5. trolleys | 15. autos |
| 6. antiheroes | 16. countries |
| 7. Tracys | 17. Marios |
| 8. stories | 18. tornadoes |
| 9. trays | 19. rodeos |
| 10. pistachios | 20. melodies |

EXERCISE B

21. stereos
22. plays
23. radios
24. vetoes
25. turkeys

Forming the Plurals of Nouns C, p. 296**EXERCISE A**

1. reindeer [or reindeers]
2. children
3. \$^s
4. species
5. feet
6. Sioux
7. fish [or fishes]
8. 1960^s
9. spacecraft
10. X^s
11. 7^s
12. Vietnamese
13. 1900^s
14. men
15. herring [or herrings]
16. series
17. !^s
18. lice
19. if^s
20. fowl [or fowls]

EXERCISE B

21. plural
22. singular
23. plural
24. plural
25. plural

Forming Plurals: Review, p. 297**EXERCISE A**

- | | |
|----------------------|-----------------------|
| 1. 1980 ^s | 11. flurries |
| 2. oxen [or ox] | 12. beaches |
| 3. ratios | 13. waxes |
| 4. stereos | 14. whooshes |
| 5. delays | 15. lasses |
| 6. messes | 16. ways |
| 7. lunches | 17. heroes |
| 8. foxes | 18. vetoes |
| 9. ditches | 19. 1490 ^s |
| 10. parties | 20. Swiss |

EXERCISE B

21. and^s
22. trains
23. moose
24. mixes
25. countries

Words Often Confused A, p. 298**EXERCISE A**

- | | |
|-----------------|----------------|
| 1. brakes | 6. capital |
| 2. all together | 7. break |
| 3. altars | 8. all ready |
| 4. already | 9. capital |
| 5. choose | 10. altogether |

EXERCISE B

11. Do not ~~alter~~^{alter} a single word of my story!
12. Is Lansing or Detroit the ~~capital~~^{capital} of Michigan?
13. Some students have ~~all ready~~^{already} finished the test.
14. It's not unusual to ~~break~~^{break} a bone playing hockey.
15. C

Words Often Confused B, p. 299**EXERCISE A**

- | | |
|-----------|------------|
| 1. cloths | 6. course |
| 2. coarse | 7. its |
| 3. desert | 8. dessert |
| 4. hear | 9. it's |
| 5. led | 10. lead |

EXERCISE B

11. The film *Lawrence of Arabia* is set mainly in the ~~dessert~~^{desert} in Arabia.
12. You may put that wet bathing suit anywhere but ~~hear~~^{here}.
13. C
14. ~~Its~~^{It's} a pity that Sean couldn't join us for the party.
15. This woolen fabric is very ~~course~~^{coarse}, isn't it?

Words Often Confused C, p. 300

EXERCISE A

- | | |
|---------------|----------------|
| 1. peace | 6. principles |
| 2. plains | 7. plane |
| 3. principal | 8. past |
| 4. stationery | 9. piece |
| 5. passed | 10. stationary |

EXERCISE B

11. C
12. I do most of my exercise on a ~~stationery~~ ^{stationary} bicycle.
13. Finally the wheel came ~~lose~~ ^{loose} and fell off the toy truck.
14. Why, the real reason for Bob's answer is as ~~plane~~ ^{plain} as the nose on your face!
15. I ~~past~~ ^{passed} the library on my way to the grocery store.

Words Often Confused D, p. 301

EXERCISE A

- | | |
|----------|------------|
| 1. weak | 6. through |
| 2. two | 7. Who's |
| 3. whose | 8. You're |
| 4. your | 9. threw |
| 5. too | 10. their |

EXERCISE B

11. The cat tumbled ~~threw~~ ^{through} the branches of the tree but landed on its feet.
12. The library book is due next ~~weak~~ ^{week}.
13. Do you know ~~who's~~ ^{whose} boots these are?
14. C
15. ~~You're~~ ^{Your} time is up.

Review A: Spelling Rules, p. 302

EXERCISE A

- | | |
|-----------------|-------------|
| 1. niece | 6. piece |
| 2. conceited | 7. receive |
| 3. neighborhood | 8. reign |
| 4. eight | 9. neighbor |
| 5. believe | 10. weight |

EXERCISE B

- | | |
|----------------|--------------|
| 11. misspell | 16. cried |
| 12. ugliness | 17. marrying |
| 13. education | 18. hotter |
| 14. outrageous | 19. neatest |
| 15. peaceful | 20. preheat |

EXERCISE C

- | | |
|---------------|--------------|
| 21. lunches | 26. patios |
| 22. worries | 27. potatoes |
| 23. faxes | 28. 100's |
| 24. armies | 29. aircraft |
| 25. attorneys | 30. 1650's |

Review B: Words Often Confused, p. 303

EXERCISE A

- | | |
|------------|---------------|
| 1. capital | 6. already |
| 2. led | 7. principles |
| 3. passed | 8. brake |
| 4. It's | 9. piece |
| 5. lose | 10. course |

EXERCISE B

- hear 11. Do you ~~here~~ the robin singing?
- C 12. The letter was written on letterhead stationery.
- You're 13. ~~Your~~ not going to believe what I just saw.
- C 14. We drove past the intersection and had to turn around.
- principal 15. Mr. Takagi is the ~~principle~~ violinist in the orchestra.
- Who's 16. ~~Whose~~ going to bring the oranges in from the car?
- their 17. The workers on the new cathedral are known for ~~there~~ attention to detail.
- C 18. He threw the stick across the yard, and the dog brought it back.

to 19. We returned the books ~~too~~ to the library.

C 20. Standing at the center of the vast, grassy plain, she could see all the way to the horizon.

Review C: Spelling Rules and Words Often Confused, p. 304

EXERCISE A

- | | |
|-----------|--------------|
| 1. your | 6. past |
| 2. peace | 7. capital |
| 3. desert | 8. all ready |
| 4. chose | 9. plain |
| 5. course | 10. It's |

EXERCISE B

- begging 11. The dog was ~~beging~~ for a snack.
- dissatisfied 12. The management hopes that you are not ~~disatisfied~~ with the replacement.
- ceiling 13. This room has quite a high ~~cieling~~.
- scratches 14. The kitten left long ~~scratches~~ in the table's legs.
- mice 15. Victor watched a family of ~~mouses~~ move through the grass.
- counties 16. Several of the ~~countys~~ near Detroit have large populations.
- radios 17. All of the ~~radios~~ in the store are on sale this week!
- receive 18. Did you ~~recieve~~ your copy of the book?
- argument 19. Do you think the ~~arguement~~ in this editorial is convincing?

changeable 20. My opinion is ~~changable~~, but I need some good reasons.

Review D: Spelling Rules and Words Often Confused, p. 305

EXERCISE A

- | | |
|---------------|---------------|
| 1. your | 6. choose |
| 2. stationary | 7. through |
| 3. Who's | 8. desert |
| 4. led | 9. peace |
| 5. There | 10. principle |

EXERCISE B

- truly 11. This sunset is ~~truely~~ the most beautiful one I have ever seen.
- Keeping 12. ~~Keeping~~ your promises is a very important virtue.
- ferries 13. Every day, several ~~ferrys~~ run between the mainland and Toad Island.
- aircraft 14. The air traffic controller was managing several ~~aircrafts~~ at once.
- but's 15. No ~~buts~~ about it: This is the best carrot bread I've ever tasted.
- echoes 16. The canyon was suddenly filled with ~~echos~~.
- Protein 17. ~~Protien~~ is an essential component in any diet.
- dishes 18. The ~~dishs~~ were left on the counter to dry.
- daily 19. The new film is showing three times ~~dayly~~.
- Sanchezes 20. The ~~Sanchezs~~ are the proud owners of a new car.

Proofreading Application: Business Letter, p. 306

Dear Sir or Madam:

My family is planing a trip to your state later this summer. My father has given me the task of chooseng our route. We will be spending a week weak traveling through your state.

Our friends tell us that we simply must see the Painted Dessert. We have therefore put that stop on our list already. We would also like to drive through the state capital. Of course, we would be interested in any other sites that you could recommend. For instance, which of your great cities would be a good place for us to stay?

I beleive that you offer some travel information free of charge. I would be truely grateful if you would send me any information that you feel would be helpful.

Sincerely,

Jay Wight

Jay Wight

Literary Model: Folk Tale, pp. 307–308

EXERCISE A

Students may give any five of the following words.

de
wid
useter
ole
dat
hisself

EXERCISE B

Answers will vary. A sample response is given.

Yes, the tale would have sounded quite a bit different with standard spellings. Standard

spellings indicate standard English, and standard English is rarely spoken in informal conversation. The informal tone creates a friendly bond between the speaker and the reader. The nonstandard spellings help make the folk tale sound as if it is being spoken by a real person in an informal setting.

EXERCISE C

Answers will vary. A sample response is given.

How the Ocean Got Waves

Long, long time ago, de sea didn't have no waves—not a single one. It was jes like a 'nornous lake, 'ceptin' wid salt water. All de peoples dat lived on de shores of de ocean was 'nornously satisified with life—fishin' fur food from de ocean, movin' from place to place in lil boats on de ocean, gettin' theirselves clean bathin' in de ocean.

One fine day a baby giant arrived on one of de shores. He sat down careful-like 'twixt two villages so as not to squish any of de peoples. Den he said—in a baby voice but what was powerful loud to de peoples—"I'm hungry and I need some food." Well, de peoples was a might skeered 'cause of de size of dis baby. So dey scurried to ketch as many fish as dey could. But when dey give de baby all de fish, he got mad 'cause dat hadn't done nothin' to satisfy his hunger. De baby throwed hissself into a temper tantrum. But de problem was dat when he started cryin' and breathin' hard 'cause of de cryin', he was facin' de lake-like ocean. And his breathin' hard started waves to goin' on de water. And purty soon dey was waves movin' in a rhythm 'cross de water.

Well, de ocean it kinda liked de way dose waves felt. In fact, it liked de feelin' of dose waves so much dat when de baby finished wid his tantrum and took off to who knows where, de ocean made itself keep goin' in waves. And, much to de dissatisfaction of de peoples dat lived on de shores, dose waves never did stop.

EXERCISE D

Answers will vary. Sample responses are given.

1. I misspelled some words to match the way the words are pronounced in dialect. If the reader reads phonetically, he or she can “hear” the voice of the narrator, get a true sense of how the narrator talks, and gain a better understanding of the narrator’s background.
2. Nonstandard spelling would be appropriate in short stories, poems, novels, and non-fiction writing that includes quotes. In each of these cases, the use of nonstandard spelling would make the characters or narrator seem more authentic. Nonstandard spelling would be inappropriate in most formal writing such as for school or business. In these types of writing, clarity is essential, and standard spelling communicates meaning more clearly than nonstandard does.

Writing Application: Puns, p. 309

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Both jokes turn on homonyms.

1 2 3 4 5

Both paragraphs adequately explain why each joke is funny.

1 2 3 4 5

Word choice is appropriate to a younger audience.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 15: Correcting Common Errors, pp. 310–47

Choices: Exploring Common Errors, p. 310

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices' activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Sentence Fragments, p. 311

EXERCISE A

- | | | |
|------|------|-------|
| 1. F | 5. S | 8. S |
| 2. F | 6. F | 9. F |
| 3. S | 7. F | 10. S |
| 4. F | | |

EXERCISE B

Some answers will vary.

11. Puzzled by the strange sounds, Mary went to her front door.
12. What could be making so much noise at this late hour?
13. Mary switched on the porch light and looked outside.
14. Trash and garbage were everywhere in the front yard.
15. A raccoon was sitting on the overturned garbage can.

Run-on Sentences, p. 312

EXERCISE A

- | | | |
|------|------|-------|
| 1. S | 5. R | 8. S |
| 2. R | 6. S | 9. R |
| 3. R | 7. R | 10. R |
| 4. S | | |

EXERCISE B

Answers will vary slightly.

11. We are going ice-skating tomorrow. Don't forget to wear warm clothes.
12. Tangerines are my favorite fruit, but I also like peaches and apples.
13. What a great time we had last summer! We visited my mother's family in Ireland.
14. S
15. The bakery sells fresh bread. The baker wakes up at 4:00 A.M. to start the dough.

Sentence Fragments and Run-on Sentences, p. 313

EXERCISE A

- | | | |
|------|------|-------|
| 1. F | 5. R | 8. R |
| 2. R | 6. R | 9. F |
| 3. F | 7. S | 10. R |
| 4. S | | |

EXERCISE B

Some answers will vary.

11. R—Early trumpets were often made from reeds. The instruments made sorrowful sounds.
12. F—The instruments were often played at the end of the day to invite the sun back by morning.
13. F—In early Africa, people used instruments when they needed to send messages a long distance.
14. S
15. R—They called to the gods on trumpets. Egyptians and Hebrews used trumpets similarly.

Subject-Verb Agreement A, p. 314**EXERCISE A**

- | | |
|-----------|-----------|
| 1. have | 6. own |
| 2. Does | 7. Were |
| 3. knows | 8. has |
| 4. want | 9. give |
| 5. counts | 10. needs |

EXERCISE B

11. One of the oldest cities in North America ~~are~~ ^{is} Quebec City.
12. The brilliant blue waters of the Caribbean ~~make~~ ^{makes} the area popular with vacationers.
13. The city of Casablanca ~~remain~~ ^{remains} the largest in Morocco.
14. Either Sydney, Australia, or Budapest, Hungary, ~~were~~ ^{was} settled by the British.
15. C
16. ~~Have~~ ^{Has} anyone found a photo of Lake Victoria for the report on lakes in Africa?
17. In Bahrain ~~is~~ ^{are} located important oil reserves.
18. More of the world's population ~~are~~ ^{is} in Asia than anywhere else.
19. C
20. Citizens of the Ivory Coast in West Africa ~~has~~ ^{have} enjoyed prosperity and peace.

Subject-Verb Agreement B, p. 315**EXERCISE A**

1. She is ninety-one, but she still ~~get~~ ^{gets} up early to start her baking.
2. She ~~don't~~ ^{does} like the taste of store-bought bread.
3. Her favorite parts of the process ~~are~~ ^C kneading the dough and shaping the loaves.
4. The kitchen smells wonderful when the bread ~~come~~ ^{comes} out of the oven.
5. Her whole-wheat bread ~~tastes~~ ^C especially good.

6. Each of the loaves ~~are~~ ^{is} carefully formed and set in a warm place to rise.
7. Sometimes she ~~choose~~ ^{chooses} a new recipe.
8. I ~~likes~~ ^{like} the spaghetti she makes, too.
9. Each of us ~~pick~~ ^{picks} the ingredients for the sauce.
10. The spices in the sauce ~~are~~ ^C hot and flavorful.

EXERCISE B

11. All of my friends ~~knows~~ ^{know} the directions to my house.
12. Only one of the houses on our street ~~have~~ ^{has} a bright blue door.
13. A huge oak tree ~~shades~~ ^C the front of the house.
14. ~~Has~~ ^{Have} they given you instructions for the science project?
15. The windows and the door ~~was~~ ^{were} left open.
16. Either science or history ~~are~~ ^{is} my favorite subject this year.
17. In the summer, my family and I usually ~~goes~~ ^{go} to the beach.
18. My uncle and my cousins often ~~join~~ ^C us there.
19. ~~Does~~ ^{Do} you play on your school's soccer team?
20. My twin nephews, Joshua and David, ~~have~~ ^C just celebrated their second birthday.

Pronoun-Antecedent Agreement A, p. 316**EXERCISE A**

- | | |
|--------------|---------|
| 1. her | 6. they |
| 2. its | 7. its |
| 3. them | 8. it |
| 4. their | 9. it |
| 5. ourselves | 10. her |

EXERCISE B

11. C
12. Please ask Jessica and Ramona to pick up ~~her~~^{their} clothes.
13. One of the boys has forgotten ~~their~~^{his} uniform.
14. C
15. My brother and sister tried to fix the flat tire ~~ourselves~~^{themselves}.
16. Should we ask Mr. and Mrs. Sansone to autograph a copy of ~~her~~^{their} new book?
17. Nina asked Sonia to bring the snacks to the party, but she hasn't brought ~~it~~^{them} yet.
18. The members of the cast posed for publicity photographs when ~~its~~^{their} dress rehearsal was over.
19. Either Cindy or Felicia wants to rearrange the desks so that ~~they~~^{she} can sit by the window.
20. All of us want to finish ~~their~~^{our} social studies project by Monday.

Pronoun-Antecedent Agreement B, p. 317**EXERCISE**

1. its [or his or her]
2. herself
3. their
4. them
5. her
6. you
7. our
8. it
9. their
10. its [or his or her]
11. my
12. it
13. they
14. she

15. them
16. them
17. we
18. he
19. me
20. ourselves [or them or him or her]

Verb Forms A, p. 318**EXERCISE**

- | | |
|--------------------------|--------------|
| 1. complete | 13. studied |
| 2. ate | 14. found |
| 3. forgotten [or forgot] | 15. came |
| 4. brought | 16. thrown |
| 5. sat | 17. laughing |
| 6. say | 18. called |
| 7. frightened | 19. done |
| 8. fix | 20. singing |
| 9. taught | 21. driven |
| 10. looking | 22. slid |
| 11. walked | 23. read |
| 12. kept | 24. written |
| | 25. blew |

Verb Forms B, p. 319**EXERCISE A**

- | | |
|----------|-----------|
| 1. begun | 6. caught |
| 2. rose | 7. broke |
| 3. made | 8. knew |
| 4. seen | 9. found |
| 5. gone | 10. chose |

EXERCISE B

11. Henry and Liam made sure to set their alarm clock every night because neither of them ~~trusts~~^{trusted} himself to wake up on time.
12. ~~Began~~^{Begin} the project by collecting all the supplies and materials you will need.
13. Have you ~~gave~~^{given} the school office your new address and phone number?
14. C

15. Cole has always ^{drawn} ~~drew~~ animals; his horses are especially lifelike.
16. Hermione had ^{taken} ~~took~~ out the trash and swept the floor before her parents returned.
17. They must have ^{gone} ~~went~~ home earlier; we didn't see them at the meeting.
18. C
19. Where have I ^{heard} ~~heared~~ that music before?
20. She had ^{stood} ~~stand~~ at the station for an hour, waiting for the train to arrive.

Pronoun Forms A, p. 320

EXERCISE A

- | | | |
|--------|---------|----------|
| 1. me | 5. he | 8. she |
| 2. she | 6. they | 9. us |
| 3. him | 7. me | 10. them |
| 4. us | | |

EXERCISE B

11. The finalists in the chess tournament were ^{she} ~~her~~ and I.
12. ^{They} ~~Them~~ and Jack want to go to the circus on Friday night.
13. Sara told him and ^{me} ~~I~~ about the new restaurant.
14. Michael sent ^{them} ~~they~~ pictures from his trip.
15. Did Lawrence read the article about volcanoes to ^{her} ~~she~~ and her sister?
16. My mother waved to ^{us} ~~we~~ from the window of the train.
17. ^{Who} ~~Whom~~ will bring the refreshments for the class party?
18. C
19. Charles made sandwiches for all of ^{them} ~~they~~.
20. C

Pronoun Forms B, p. 321

EXERCISE A

- | | |
|---------|---------|
| 1. she | 6. I |
| 2. her | 7. her |
| 3. He | 8. him |
| 4. them | 9. he |
| 5. whom | 10. Who |

EXERCISE B

11. ^{He} ~~him~~ and I have had the same piano teacher for years.
12. Mr. Jimenes showed ^{them} ~~they~~ how to operate the slide projector.
13. Should Corinna or ^I ~~me~~ put up the posters in the hallway?
14. ^{They} ~~Them~~ are the juiciest oranges that I have ever eaten.
15. My father divided the chores between my brother and ^{me} ~~I~~.
16. ^{Who} ~~Whom~~ was calling so late last night?
17. Shawna and Mitchell invited ^{them} ~~they~~ to the graduation ceremony.
18. The teacher assigned that topic to ^{him} ~~he~~ and me.
19. Jessica shared the information with Bao and ^{me} ~~I~~.
20. Are they or ^{we} ~~us~~ responsible for publicizing the school play?

Comparative and Superlative Forms of Modifiers, p. 322

EXERCISE A

- worst
- harder
- better

4. warmest
5. taller
6. most interesting
7. happier
8. more predictable
9. best
10. more

EXERCISE B

- | | |
|--------------------|-------------------|
| 11. more difficult | 16. best |
| 12. bigger | 17. older |
| 13. most common | 18. highest |
| 14. warmer | 19. most powerful |
| 15. worst | 20. better |

Misplaced Modifiers, p. 323

EXERCISE A

Answers may vary slightly.

1. The man lost his hat that was dancing.
2. The tall boy with glasses is my cousin in the picture.
3. The squirrel sat on a tree limb that had been hiding acorns all summer.
4. Did you drink the juice before breakfast that was in a pitcher on the table?
5. The girl stopped and patted the puppy who was skating on the sidewalk.
6. The trees were visible in the light of the moon that were below the mountain.
7. We left our map on the bus of the city.
8. Behind the stove, we read the old letters we had found in a box.
9. A hurricane slammed into the coastal resort town with 90-mph winds.
10. She gave the bread to the children that had just finished baking in the oven.

EXERCISE B

Answers may vary slightly.

11. Mrs. Jackson gives away the vegetables that she grows in her garden to her neighbors.
12. I bought the book on which that movie was based at a secondhand bookstore.
13. We placed the potatoes wrapped in aluminum foil into the hot ashes.
14. Please take the package that has already been wrapped to the post office.
15. I put the log that was cut from the fallen tree next to the fireplace.

Double Comparisons and Double Negatives, p. 324

EXERCISE

Answers may vary.

1. The track team can scarcely jog in place because of the mud.
2. Miriam hates to turn in papers written in her messiest handwriting.
3. Your sandwich got even soggier than mine!
4. Ned's pony, Blue Tail, won't eat apples anymore.
5. There wasn't anybody at the ticket window at six o'clock this morning.
6. The tree is no taller than it was three years ago.
7. My little sister said that was the scariest movie she had ever seen.
8. Please adjust the volume so that the music is quieter.
9. The children can hardly wait until the parade begins.
10. She couldn't find any shoes that she wanted to buy.

Standard Usage A, p. 325

EXERCISE A

1. You ^{should have} ~~should~~ of heard my aunt snoring away last night.
2. She ^{used to} ~~use to~~ snore even louder than she does now.
3. When ^{you're} ~~your~~ asleep, you can't hear yourself breathing.
4. ^{Fewer} ~~Less~~ people admit to snoring than complain about others.
5. ^{It's} ~~Its~~ not true that only older people snore.
6. It ^{isn't} ~~ain't~~ as if it's anyone's fault.
7. C
8. Even if you ^{try to} ~~try and~~ quit snoring, you may not succeed.
9. Snoring is a ^{long way} ~~long ways~~ from being a crime.
10. We should ^{teach} ~~learn~~ each other to be more understanding.

EXERCISE B

11. I've looked, but my shoes are ^{nowhere} ~~nowheres~~ in the house.
12. The six children divided the raisins ^{among} ~~between~~ themselves.
13. I had ^{already} ~~all ready~~ finished my homework by four o'clock.
14. Doesn't he play the guitar ^{well} ~~good~~?
15. You could ^{have} ~~of~~ borrowed that book from the library.
16. He assured me that he could do the job ^{himself} ~~hissself~~.
17. Do you know ^{why} ~~how come~~ we are having an assembly on Friday afternoon?
18. Everyone ^{except} ~~accept~~ Jenny is going on the field trip.

19. Biographies are ^{rather} [or ^{somewhat}] ~~kind of~~ interesting to me.

20. This sofa is softer ^{than} ~~then~~ that one.

Standard Usage B, p. 326

EXERCISE A

1. ^{That} ~~There~~ dog likes to chase our mail carrier.
2. C
3. We'll have to leave at least ^{an hour} ~~a hour~~ before the show starts.
4. History is my favorite subject, but I like geography ^{a lot} ~~alot~~, too.
5. Could you tell me where the office ^{is} ~~at~~?
6. She thought she did ^{all right} ~~alright~~ in the math competition, but she was surprised to hear that she had won.
7. You should always ^{take} ~~bring~~ extra water when you go hiking in the desert.
8. If I ^{had} ~~had of~~ known you would be home for dinner, I would have set an extra place.
9. C
10. Jovita forgot that she was ^{supposed to} ~~suppose to~~ meet us at the bus stop.

EXERCISE B

11. The children haven't found ^{their} ~~they're~~ mittens yet.
12. How much do ^{those} ~~them~~ apples cost?
13. I read in the newspaper ^{that} ~~where~~ the governor would be visiting our school today.
14. ^{you're} ~~your~~ late again today, we'll have to leave without you.
15. ^{This} ~~This here~~ book is about a family that lived in England during World War I.
16. Would you please carry the groceries ^{inside} ~~inside of~~ the house?

17. The horse flicked ^{its} ~~it's~~ tail and galloped away.
18. My cousin is ^{teaching} ~~learning~~ me how to change a bicycle tire.
19. Kendra felt really ^{bad} ~~badly~~ about hurting her father's feelings.
20. I hope my application for the part-time job will be ^{accepted} ~~excepted~~.

Capitalization A, p. 327

EXERCISE A

1. We especially enjoyed the Washington monument and the Lincoln memorial.
2. We had to wait for an hour to see the declaration of independence at the national archives.
3. My sister met two japanese exchange students at one of the museums.
4. The exchange students were trying to find Constitution avenue.
5. they studied the city map that my sister gave them.
6. I wanted to tour the white house, but no tickets were available.
7. My parents took us to see president Kennedy's grave at Arlington national cemetery.
8. We also visited Mt. vernon, George Washington's home, which is in virginia.
9. Someday I would like to visit some of the nearby civil war battlefields.
10. I have heard that williamsburg and jamestown are also interesting places to visit.

EXERCISE B

11. Only eight years later, however, he inherited the kingdom of macedon.
12. His father, king Philip, had ruled that region of greece before.
13. Unfortunately, wars from his Father's time left little money in the royal treasury.
14. So Alexander decided to conquer the persian empire for its wealth.
15. C
16. Across the Mediterranean sea, Egypt became his next conquest.
17. C
18. Alexander's victories quickly spread the greek language.
19. The influence of Greek culture can still be seen over a significant portion of the World.
20. His career was short, but clearly Alexander the Great was one of the most successful Generals in recorded history.

Capitalization B, p. 328

EXERCISE A

1. Is your correct address 923 West Forty-Fifth street?
2. Last night, the planets Venus and saturn were near the moon.
3. My mother works for a company called J. Smithson and sons, inc.
4. The letter began, "dear Mr. Samuelson."
5. Is Australia both a continent and a Nation?
6. The lawyers requested a meeting with judge O'Hanlon.

7. Either Simon or Natalie will be elected President of the club this year.
8. I was born in Florida, but I grew up in the north.
9. Are you waiting to see dr. gomez or her Nurse?
10. Argentina, Peru, and Chile are countries in south America.

EXERCISE B

- [11] Braxton News-leader
- [12] 419 Ninety-Eighth Avenue
- [13] Braxton, Tx75771
- [14] Dear ms. Thompson-garcia:
- [15] I recently read an article in your newspaper about my school, Hill Country middle School. [16] I think the Reporter, Jeff Masterton, did not get all the facts before he wrote, "Students have nothing to do after school." [17] my school offers many extracurricular activities.
- [18] I am a member of the Spanish Club. [19] I also play on the school's Baseball team.
- [20] Other students participate in Band or the Drama Club, and many play on our Sports teams.

I think your newspaper should print a correction.

Sincerely,

Elena Whitson

Commas A, p. 329**EXERCISE**

Commas are printed here for ease of use. Optional commas are underscored.

1. My soccer team practices on Monday, Wednesday, and Thursday.
2. Dr. Michaelson, could I get a copy of my immunization record?
3. You will need flour, yeast, water, and a little salt to make this bread.

4. No, I don't want the other half of your sandwich.
5. When you reach the corner, turn left.
6. The new curtains are made of a thin, soft, cotton fabric.
7. I would like to go to the beach this summer, but a camping trip would also be fun.
8. On weeknights before dinner, Alexis plays chess with her father.
9. Bongo and Conga, the dogs that my grandparents gave me for my birthday, sleep at the foot of my bed.
10. We can give you a ride to the theater, or you can meet us there at six o'clock.
11. If you will vacuum the bedroom, I will change the sheets.
12. On Sunday afternoons after lunch, Denise's family always visits her grandfather.
13. When my father was a boy, he lived on a ranch in Nevada.
14. He shared a room with his older brother, his younger brother, and a cousin who lived at their house.
15. The storm, the first of the winter, knocked down power lines all over town.
16. Before I left the museum, I took one last look at the bold, colorful brushstrokes of the painting.
17. Hey, isn't that Cynthia's mother?
18. The highway goes through the center of Baton Rouge, Louisiana.
19. If Nala got up earlier, she would have time to fix her own lunch.
20. Martín's father was born in Puerto Rico, but he grew up in Sevilla, Spain.

Commas B, p. 330**EXERCISE A**

Commas are printed here for ease of use. Optional commas are underscored.

1. People are familiar with the Statue of Liberty, but many do not know it was a gift from France.
2. In Paris, France, the view from the top of the Eiffel Tower is fantastic.

3. That tower is 984 feet high, took two years to build, and is held together by 2.5 million rivets.
4. Mrs. Clark, my music teacher, told me that the opera house at Manaus is well known.
5. The opera house at Manaus was built in the nineteenth century, a period during which the Brazilian rubber industry was flourishing.
6. Monuments, railroad tunnels, and bridges were constructed in the 1800's.
7. Yes, the Forth Railway Bridge extended the railroad from England to Scotland.
8. The first major railway passage through the Swiss Alps, the Mont Cenis Tunnel, opened in 1890.
9. When one of the first suspension bridges opened in England in 1864, the people must have been excited.
10. Amy, can you list other nineteenth-century building achievements?

EXERCISE B *Optional commas are underscored.*

[11] She helps people find information, shows students how to use reference books, and leads school tours of the library. [12] When she first started working at the library, she catalogued and shelved books. [13] Nancy says that modern librarians, especially reference librarians, need good computer skills. [14] When Nancy is away from the reference desk, she is usually helping someone with the computers. [15] Nancy's job has changed over the years, yet she still enjoys being a librarian.

Semicolons and Colons, p. 331

EXERCISE A

1. My favorite music is jazz, my brother's is gospel.
2. Nelda is on the swim team, she also plays volleyball for our school.

3. The following students should go to the office Frank, Debra, and Diego.
4. My grandmother grew up in North Dakota, her family moved there right after she was born.
5. Be sure your letter contains the following the date, a salutation, and a closing.
6. You can take the bus, I prefer to ride my bike.
7. Pack the following items for our trip a sleeping bag, a flashlight, and a jacket.
8. The recipe called for these spices cinnamon, ginger, allspice, mace, and nutmeg.
9. The tall boy with black hair is my brother, the girl who is standing next to him is my cousin.
10. I have lived in Austin, Texas, Washington, D.C., Key West, Florida, and San Diego, California.

EXERCISE B

11. Here are some excellent sources of vitamin C: oranges, grapefruits, tomatoes, and lemons.
12. Ecology has become a common term; recycling has developed into a common habit.
13. If the timer is set for 3:05, our recorder will miss the first five minutes of the program.
14. Some areas of the country need rainfall; some areas must cope with flooding.
15. The following ingredients are needed for a tuna sandwich: tuna, bread, tomato, and mayonnaise.

Quotation Marks and Other Punctuation A, p. 332

EXERCISE A

1. What is the name of the poem that begins, "Once upon a midnight dreary"?
2. The name of that poem is "The Raven" by Edgar Allan Poe.

3. “Help!” she shouted into the darkness.
“My flashlight is broken.”
4. Do you know the second verse of “America the Beautiful”?
5. “I will be at your house by four o’clock,” she said.

EXERCISE B

6. You certainly have a well organized desk.
7. My great great grandfather was born in Romania.
8. When the governor elect arrives, the band will begin playing.
9. The ski trip will cost each student more than ninety five dollars!
10. I called the radio station to get up to date information about the concert.

EXERCISE C

11. Have you read the book Rabbit Hill?
12. The Tempest is one of Shakespeare’s best-known plays.
13. The best chapter in this book is “The Mystery Deepens.”
14. Have you heard the song “Duke of Earl”?
15. A replica of the Santa Maria is moored in the harbor.

Quotation Marks and Other Punctuation B, p. 333**EXERCISE A**

1. “I’d like to write the invitations,” offered Maxine.
2. “Will Jim ride his bike,” asked Nate, “or will he walk with us?” [or “Will Jim ride his bike?” asked Nate. “Or will he walk with us?”]
3. Dennis told us that his family is moving to Florida in June.
4. “What a great movie!” Jonah exclaimed when they left the theater.
5. Carolyn asked us to give her a ride to the park.

EXERCISE B

6. de-vel-op-ment
7. fas-ci-nat-ing
8. do not hyphenate
9. thor-ough
10. do not hyphenate

EXERCISE C

11. In the novel Sounder, a father steals to feed his family.
12. “The Owl and the Pussy-Cat” is one of Edward Lear’s best-known poems.
13. My brother likes to sing “I Know an Old Lady Who Swallowed a Fly.”
14. In what year did the Lusitania sink?
15. Mr. Browning read to the class Robert Frost’s poem “Stopping by Woods on a Snowy Evening.”

Apostrophes, p. 334**EXERCISE**

1. I ^{can't} cant believe you left so early!
2. The ^{dogs'} dogs tails were wagging happily.
3. Jesse wakes up at ^{six o'clock} six o clock every morning to practice piano.
4. C
5. Camping in the snow isn't ^{everyone's} everyones idea of a good time.
6. Do you spell Connecticut with two ^{n's} ns or one?
7. ^{Let's} Lets try to concentrate on our work.
8. Her ^{sister's} sisters name is Lora, not Laura.
9. Bettina is the one ^{who's} whos always late.
10. I'm sure this is ^{Chuong's} Chuongs notebook.
11. I think ^{it's} its worth repairing.

12. ^{What's} Whats in the refrigerator at your house?
13. C
14. Your computer ^{skills} skill's are better than they used to be.
15. The boy's jackets were purchased in the ^{men's} mens department.
16. The ^{roses} rose's in your garden are blooming early this year.
17. ^{Whose} Who's books fell on the floor?
18. C
19. How old was he in ^{'99} 99?
20. Have you picked up all the ^{children's} childrens' toys?

All Marks of Punctuation A, p. 335

EXERCISE

Optional commas are underscored.

- Early every Saturday, the fruit and vegetable vendors begin setting up their stalls.
- Fruits, vegetables, and herbs are carefully displayed on tables and in crates.
- Buckets of flowers line one aisle; baskets of bread line the next.
- How appetizing all the wonderful smells are!
- My little brother always wants to look at the fish, for some of them are as big as he is. [or is!]
- Some of the vendors' stalls are decorated with bright, blinking lights.
- We bought the following items: peppers, lemons, and limes.
- We never buy much, but we always have a wonderful time.
- My mother declared, "The market is the perfect introduction to other countries and cultures."
- Do you think you'd enjoy coming with us next time, or would you rather stay home?

All Marks of Punctuation B, p. 336

EXERCISE

Optional commas are underscored.

- Yes, John's younger brother has a leading role in the school play.
- "How thrilling for him!" exclaimed my mother.
- Next weekend she's going to visit her sister in Omaha, Nebraska.
- He said that he would clear the table, wash the dishes, and sweep the kitchen floor.
- Let's eat a snack first; then we'll study for an hour.
- Because she is a diabetic, my grandmother reads labels very carefully.
- They're going to bring the following supplies to the meeting: markers, scissors, and tape.
- If you liked The Chronicles of Narnia series, you might also enjoy C. S. Lewis's other books.
- We will sing "The Battle Hymn of the Republic" on Tuesday, January 18.
- Why, I know that you'll do well on the test; you've studied so hard.

Spelling A, p. 337

EXERCISE A

- Please write a ^{brief} breif biography of the musician you studied.
- Neil Armstrong photographed Buzz Aldrin ^C stepping ^{courageously} couragously onto the surface of the moon.
- ^{Unfortunately} Unfortunatly, there are several scratches ^C on the new piano.

4. Sometimes called the Shield of David, the Star of David is an ancient symbol.
5. Turkeys don't seem interested in eating tomatoes.
6. Native only in China, giant pandas have a diet consisting largely of bamboo shoots.
7. Earlier, the Joneses had asked for a table by the window.
8. Those monkeys are always getting into mischief!
9. There are two tubas and two cellos in this unusual quartet.
10. Leon regrets causing the argument this morning.

EXERCISE B

11. Neither Jeff nor Jason is related to Jeremiah.
12. Tonight we are supposed to read the foreword, introduction, and first two chapters of the book.
13. Aren't those the most adorable kittens you've ever seen?
14. My homework is manageable, but I could have planned my schedule more carefully.
15. The captain's courage and calmness inspired the sailors.
16. The geese on my grandparents' farm are almost as large as the turkeys.
17. Rod, Geraldo, and Dorothy are singing solos in the performance tonight.
18. How many bushels of potatoes did you harvest this year?
19. If I had three wishes, my first wish would be for peace on earth.
20. This is a fascinating book; you should read it when I'm done.

Spelling B, p. 338**EXERCISE A**

- women
- boxes
- salmon [or salmon]
- tomatoes
- Chinese
- radios
- lenses
- itches
- lice
- deer [or deers]
- taxes
- strawberries
- excesses
- begonias
- 1960's [or 1960s]
- dictionaries
- videos
- Gonzalezes
- houses
- cities

EXERCISE B

21. My neighbor was relieved when his dog came home.
22. I know that the human body needs protein, but I can't remember why.
23. We painted the ceiling first, the walls next, and all the woodwork last.
24. For my last birthday, I received two CDs and a gift certificate.
25. Some cooks weigh their ingredients; others use measuring cups.
26. Late last night we heard a weird howling sound.
27. Everyone at my school is friendly to new students.

28. My three cats are always getting into mischief of one kind or another.
29. The freight trains are often hundreds of cars long.
30. Does anyone know what a “one-horse open sleigh” is?

Words Often Confused, p. 339

EXERCISE

- | | |
|--------------|------------------|
| 1. already | 11. stationery |
| 2. capital | 12. planes |
| 3. cloths | 13. its |
| 4. coarse | 14. too |
| 5. led | 15. there |
| 6. alter | 16. Who's |
| 7. break | 17. lose |
| 8. principal | 18. choose |
| 9. past | 19. all together |
| 10. They're | 20. principal |

Spelling and Words Often Confused, p. 340

EXERCISE

My sister and I were [1] already halfway out the door when [2] I remembered that my homework was still lying on the table. What a [3] relief that I remembered! I knew Mr. Mehta, my math teacher, wouldn't [4] accept one more excuse from me.

“Hurry! [5] Your late! I'm late, [6] too!” my father called, as he rushed [7] passed us on his way to work. Just at that moment, our dog sped [8] through the open door.

“Oh, no!” my sister moaned. “Now we'll be [9] extremely late!”

“[10] It's your turn to chase him,” I said.

“No, it's not!” she [11] argued. “It's yours, and I don't want to get my [12] clothes dirty.”

“Is the dog [13] loose again?” called my

mother. “That's the third time this [14] week.”

By that time, I knew we would both have to stop by the [15] principal's office before we went to class. The second bell had probably [16] already rung. Just then our [17] neighbor came around the corner, holding the dog by its collar. I [18] led the dog into the house. Then I turned around and started [19] running toward school.

[20] “Don't desert me!” my sister [21] cried, but I didn't stop. All the way there, I practiced excuses and [22] apologies. How could I ever expect anyone to [23] believe that my [24] tardiness really was the [25] dogs' fault?

Review A: Usage, p. 341

EXERCISE A *Answers may vary.*

- We can barely imagine a time when no one had radios or televisions.
- My friend Nita can run the 100-yard dash much faster than I can.
- My brother had the worst case of flu in my family.
- “Don't tell anyone about it!” warned Tom.
- We found the little boy who had been lost on the slide.

EXERCISE B

- | | |
|--------------|----------|
| 6. remembers | 9. have |
| 7. are | 10. have |
| 8. brightens | |

EXERCISE C

- | | |
|----------|----------------|
| 11. they | 14. me |
| 12. he | 15. his or her |
| 13. she | |

Review B: Mechanics, p. 342

EXERCISE *Optional commas are underscored.*

- “Please schedule an appointment with Dr. Thompson,” the nurse instructed.

2. The graduation ceremony is scheduled to begin at 7:30 P.M. on Saturday, June 15, 2008.
3. Frank and his two brothers, Dan and Mike, like board games, movies, and sports.
4. There's no need for an argument; simply divide the crackers between the two children.
5. You will need the following supplies: string, a candle, a glass of water, and a stopwatch.
6. I don't need to borrow Carol's book Watership Down; I've brought my own.
7. Except for Jerry, everyone can come to the party on Friday.
8. We shouldn't have forgotten to wear our jackets.
9. Did she say, "Don't sit on that chair"?
10. You're supposed to be there at six o'clock.

Review C: Usage and Mechanics, p. 343

EXERCISE Revisions may vary. Optional commas are underscored.

[1] Students have to cope with all of the following: unfamiliar class schedules, ^{their} they're new teachers, ^{harder} and more harder subjects. [2] In addition to all those things, the school's air conditioning system ^{is} are broken. [3] ^{Normally} Normally, that wouldn't be much of a problem, but it's August and we are in the middle of a heat wave. [4] The classrooms are so hot that we ^{can hardly} can't hardly concentrate. [5] ^{was} On Tuesday, August 19, the temperature were over 95 degrees at 8:00 A.M. [6] now that's hot!

[7] Coach Smithson ^{reminded} remind students that it's really important to drink water in hot ^{weather} whether. [8] The coach said everyone needs at least eight ^{glasses} glass's of water every day. [9] Dr. malkovich, our ^{principal} principle, has ^{bought} buyed and borrowed fans for

the cafeteria and the gym. [10] "Students may eat ^{their} his or her lunches on the lawn," she ^{their} announced, "and teachers may hold her classes outside."

[11] One of the science classes ^{is already} are all ready meeting outside. [12] The students are conducting experiments about heat and light. [13] The class even ^{tried} tryed to fry an egg on the sidewalk. [14] The drama club will also be rehearsing outside. [15] The club president is worried that the club's opening performance of You're a good man, Charlie Brown may be delayed. [16] She said that the auditorium is one of the hottest rooms in the school.

[17] This reporter asked mr. bolm, the chief of the maintenance staff, "when will the air conditioning be ^{fixed} fixxed?" [18] mr. bolm's answer was not a ^{relief} releif. [19] "The repairs will take a week or longer," he said.

[20] Until the air conditioning system is fixed, we'll all just have to try to keep cool and dream about snow.

Proofreading Application: Public Announcement, p. 344

We're having the biggest and ^{best} bestest Talent Show ever!

^{Have} Has you ever dreamed of being in the spotlight?

It's your time to shine!

Get out ^{those} them dancing shoes!

Dust off that old guitar and try ^{to} and write a hit song!

The Drama Club and the Student Council ^{are} is accepting applications from performers.

The Talent Show will be held in the auditorium of Lincoln Middle school.

The show begins on March 1 at 7:00 P.M. ^Y

Everybody in the school is welcome to audition ^{his or her} ~~their~~ act at noon on Saturday, January 12.

Parents and teachers ^{let} ~~let us~~ hear or see your act!

Literary Model: Personal Essay, pp. 345–46

EXERCISE A

This is my neighbor. Nice lady. Coming out her front door, on her way to work and in her “looking good” mode. She’s locking the door now and picking up her daily luggage: purse, lunch bag, gym bag for aerobics, and the garbage bucket to take out. She turns, sees me, gives me the big, smiling Hello, and takes three steps across her front porch. And goes “AAAAAAAAGGGGGGGHHHHHHHH!!!!” (That’s a direct quote.) At about the level of a fire engine at full cry. Spider web! She has walked full force into a spider web. . . .

Now a different view of this scene. Here is the spider. Rather ordinary, medium gray, middle-aged lady spider. She’s been up since before dawn working on her web, and all is well. . . . She’s out checking the moorings and thinking about the little gnats she’d like to have for breakfast. Feeling good. Ready for action. All of a sudden everything breaks loose—earthquake, tornado, volcano.

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EXERCISE B

1. *Answers may vary.*

This is my neighbor. She’s a nice lady. My neighbor is coming out her front door, on her way to work and in her “looking good” mode. She’s locking the door now and picking up her daily luggage: purse, lunch bag, gym bag for aerobics, and the garbage bucket to take out.

She turns, sees me, gives me the big, smiling Hello, and takes three steps across her front porch. Then my neighbor goes “AAAAAAAAGGGGGGGHHHHHHHH!!!!” (That’s a direct quote.) Her scream is about the level of a fire engine at full cry. It’s a spider web! She has walked full force into a spider web. . . .

EXERCISE C

Answers will vary. A sample response is given.

Here’s Roger getting out of the car. Slamming the door. Arms full of heavy school books. He’s scowling because he’s had a bad day: flunked the history test he studied so hard for, was tardy to three of his classes, slipped on a banana peel in the cafeteria and got laughed at. All he wants to do is get on his computer and play “Prince of Doom.” Knock off a few enemies.

Here’s Roger’s dog Kermit. Big black Labrador. Been waiting all day for Roger to get home. Misses him terribly all day every day. Sleeps the hours away dreaming about the fun he and Roger have. He hears the car door and moves into action. Ready to welcome his young master. Poor Kermit. His young master completely ignores him. Just stomps into the house and slams the front door.

EXERCISE D

Answers will vary. Sample responses are given.

1. The sentence fragments make the writing sound as if the narrator’s exact words have been recorded on paper because the style is so similar to how people talk when they are telling stories.
2. No. Sentence fragments should be used only in literary writing to create a particular style. The purpose of book reports, essays, and business letters is to provide information in a straightforward way, something that sentence fragments would not help to produce.

Writing Application: Debate, p. 347

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

The information, presented clearly, takes one side of the debate, either pro or con.

1 2 3 4 5

One show is discussed with specific examples from the show or its episodes.

1 2 3 4 5

At least two comparative and two superlative forms of modifiers are correctly and appropriately used.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest

Chapter 16: Writing Effective Sentences, pp. 349–374

Recognizing Fragments, pp. 349–350

EXERCISE A

- | | |
|-------|-------|
| 1. S | 11. S |
| 2. F | 12. F |
| 3. F | 13. S |
| 4. S | 14. F |
| 5. F | 15. S |
| 6. F | 16. F |
| 7. F | 17. F |
| 8. F | 18. F |
| 9. S | 19. S |
| 10. F | 20. S |

EXERCISE B

- | | |
|-------|-------|
| 21. S | 31. S |
| 22. F | 32. F |
| 23. F | 33. F |
| 24. S | 34. S |
| 25. F | 35. F |
| 26. F | 36. F |
| 27. S | 37. F |
| 28. F | 38. F |
| 29. S | 39. S |
| 30. S | 40. F |

Revising Fragments, pp. 351–352

EXERCISE A

Answers will vary. Sample answers follow.

1. Sandra planned a surprise party for Lisa, her best friend.
2. S
3. Lisa would be happy to celebrate her birthday with her new friends.
4. S
5. She mailed out more than twenty invitations.
6. All but two people said that they would be able to attend.
7. Everyone promised to keep the party a secret.

8. Sandra bought the cake and decorations the day before the party.

9. Working on the day of the party, Sandra put up the decorations.

10. Lisa was truly surprised and happy.

EXERCISE B

Answers will vary. Sample answers follow.

11. S
12. Puerto Rico is in the West Indies.
13. The mountain El Yunque is located in the Caribbean National Forest.
14. S
15. If you have never seen a wild orchid, you are in for a surprise.
16. My uncle's farm is only a two-hour drive from the national forest.
17. I visited Puerto Rico in June of last year.
18. I spent two days exploring the national forest with my aunt and uncle.
19. I saw mahogany trees for the first time.
20. S

Identifying and Revising Run-on Sentences, pp. 353–354

EXERCISE A

Answers will vary. Sample answers follow.

1. When I was eight years old, most of my friends wanted to be firefighters, ^{but} I wanted to be an archaeologist.
2. My grandmother inspired me, ^{so} she is an archaeologist.
3. C
4. My grandmother is also a good storyteller, ^{and} she has told some amazing stories about her work.
5. C
6. The team dug up more than 100,000 objects, ^{so} they found swords, jewelry, and seven-teenth-century coins.

7. History fascinates me, ^{and} one day I would like to dig up something that has been buried for hundreds of years.

8. C

9. My grandmother arranged for me to be on the dig, ^{and} she will be there, too.

10. The dig is in North Carolina, ^{and} the work will be great experience for me.

EXERCISE B

Answers will vary. Sample answers follow.

11. C

12. Among many ancient peoples, the beard was looked upon as a sign of strength, ^{and} removing it was a form of punishment.

13. Ancient Egyptian men, however, shaved their beards, ^{but} they let them grow only when they were mourning someone's death.

14. During some periods of history, it was fashionable to be cleanshaven when the ruler was, ^{and} this practice happened in both France and Spain.

15. C

16. While Queen Elizabeth I was on the English throne, beards were very popular, ^{and} the noblemen were especially fond of them.

17. Facial hair continued to be fashionable in England until about 1660, ^{but} by the eighteenth century beards were no longer popular.

18. C

19. Nowadays, fashion is more relaxed, ^{and} being bearded and being cleanshaven are both fashionable.

20. I prefer the cleanshaven look, ^{but} my father wears a beard because shaving irritates his skin.

Identifying and Revising Stringy Sentences, pp. 355–356

EXERCISE A

Answers will vary. Sample answers follow.

1. My uncle Raymond loves bird-watching, ^{and} once a month, I go on a nature walk with him, and he tells me about the birds in our area.

2. C

3. We go to the bird sanctuary, and it's about three miles from my house, ^{and} it covers forty square miles.

4. The best time to go bird-watching is just after sunrise, ^{and} my uncle picks me up in his truck, ^{and} most of the people in my neighborhood are still sleeping.

5. C

6. He goes backpacking in wilderness areas, and he goes cross-country skiing in the winter, ^{and} he also belongs to four different environmental organizations.

7. C

8. We watch animals other than birds, ^{and} one Saturday, Uncle Raymond spotted a chipmunk, ^{and} another time, I noticed a doe and her fawn behind a tree, ^{and} we always see a lot of butterflies and moths.

9. Last time I saw baby robins in their nest, ^{and} there were four babies, and an adult bird was feeding them.

10. After our walk, Uncle Raymond and I go to my house, ^{and} we look up each bird in a guide, and we show my parents pictures of the birds we saw.

EXERCISE B

Answers will vary. Sample answers follow.

11. A huge stone building does not seem likely to sink ~~and~~ in 1905, England's Winchester Cathedral certainly looked solid, and it had stood for over nine hundred years.
12. C
13. However, Winchester Cathedral was sinking into a bog ~~and~~ the cathedral had been built on a bed of underwater peat, and the peat was formed from decaying plants.
14. Someone needed to dig out the peat and replace it with something more solid ~~but~~ underwater peat was difficult to reach, and an inventive approach was needed.
15. William Walker was recruited ~~and~~ Walker was an experienced deep-sea-diver, and his diving suit allowed him to spend long periods of time underwater.
16. For years, visitors to the cathedral saw a man wearing a diving suit ~~and~~ Walker put on his 200-pound suit each day, and then he worked underwater for six hours.
17. C
18. Walker finished in 1912, and a service was held to give thanks for the restoration ~~and~~ King George V then thanked Walker for his work.
19. Walker's skill and hard work paid off ~~and~~ he saved one of England's finest cathedrals, and now many more visitors can enjoy this historic monument.
20. C

Active and Passive Voice, pp. 357–358**EXERCISE A**

1. passive—Dad gave the dog a bath.
2. passive—Did Sally break the lamp in the living room?
3. active
4. passive—Mom moved the desk yesterday.
5. active
6. active
7. passive—Claire made that drawing on the refrigerator.
8. passive—At the end of the year, the family will paint the house.
9. active
10. passive—Has the photo shop developed the pictures?

EXERCISE B

11. active
12. passive—Mrs. Johnson praised Teresa for her essay.
13. passive—The visitors bought several old books at the used-book store.
14. passive—Have you invited all of your friends to the party?
15. active
16. passive—The coach made Stacey captain of the team.
17. active
18. passive—At the next class, Mr. Tillman will collect the homework assignments.
19. passive—The tour guide took the group to the rose gardens.
20. passive—Has the principal chosen Carlton and Alex to represent the school?

Review A: Fragments, Run-ons, and Stringy Sentences; Active and Passive Voice, pp. 359–360

EXERCISE A

Answers will vary. Sample answers follow.

1. If you are in Mexico, be sure to visit Xochimilco. It is located near Mexico City.
2. It is famous for the floating gardens on Lake Xochimilco.
3. C
4. The gardens do not actually float. They are small, artificial islands.
5. Farmers made them from layers of vegetation and mud taken from the lake.
6. Farmers sprouted seeds on rafts made of rushes. The farmers moved the rafts where they needed them and then transplanted plants to the gardens.
7. No one watered the *chinampas*, but the gardens got all the water they needed from the lake.
8. The Aztecs raised vegetables, as well as flowers, on these fertile garden islands.
9. The *chinampas* helped feed the growing population of an expanding empire.
10. Some *chinampas* still exist. Flowers and other crops grow on them, and families enjoy them as quiet places to picnic and relax.

EXERCISE B

Answers will vary. Sample answers follow.

11. Fairy tales from two very different cultures are sometimes surprisingly similar.
12. “Cinderella” is a German fairy tale, and “Yeh-Shen” is a fairy tale from China.
13. C
14. In the German fairy tale, a stepmother does not allow a stepdaughter to go to a ball.

15. However, a fairy godmother grants the young woman’s wish to attend. She goes to the ball, and she wears the beautiful clothes and glass slippers that her fairy godmother gives her.
16. C
17. In “Yeh-Shen,” a mistreated stepdaughter is not allowed to go to a festival. An old man teaches her how to wish on magic fish bones.
18. The fish bones give her beautiful clothes and slippers, and she wears them to the festival.
19. She leaves in a hurry, and on her way home, she loses one slipper.
20. The stories are very similar and are probably two versions of the same tale. There are nearly seven hundred other versions of the tale.

Combining Sentences by Inserting Words, pp. 361–362

EXERCISE A

Some answers may vary.

1. Last fall my aunt went on ^{incredible} tours of palaces in England. ~~The tours were incredible.~~
2. She was ^{extremely} fascinated by the palace called Hampton Court in London. ~~Her fascination was extreme.~~ (Add *-ly*.)
3. Cardinal Thomas Wolsey began construction on the palace in the ^{early} 1500s. ~~He began construction in the early part of the 1500s.~~
4. The palace later became the ^{favorite} residence of King Henry VIII. ~~It was his favorite residence.~~
5. Henry VIII began the ^{showplace} garden at Hampton Court. ~~The garden was a showplace.~~
6. One ^{interesting} feature of Hampton Court is the garden hedge that forms a maze. ~~This feature is interesting.~~

7. The maze was planted in 1702 by another king. ~~His name was William III.~~ ^{William III} ~~clipped~~
8. The maze is formed by ~~hedges.~~ ^{clipped} ~~The hedges are clipped.~~
9. ~~The palace grounds are magnificent.~~ ^{magnificent} A path called the Broad Walk runs for half a mile through the ~~palace grounds.~~
10. ~~The palace is a beauty.~~ ^{beautiful} My aunt encouraged me to visit this ~~palace~~ one day.

EXERCISE B

11. In July I went to ~~a~~ national park. ~~It was an impressive place.~~ ^{an impressive}
12. Carlsbad Caverns National Park has a system of caves with rock formations on the floors and ceilings. ~~The caves are underground.~~ ^{underground}
13. The parklands in the National Park System include parks, monuments, and historic sites. ~~All of these place whether they are parks, monuments, or historic sites are noteworthy.~~ ^{noteworthy}
14. An especially interesting national park, the Petrified Forest, has ~~tree trunks that have turned to stone because they are millions of years old.~~ ^{multicolored} ~~The tree trunks are multicolored.~~
15. Known for its ~~species of birds,~~ ^{many} Everglades National Park is a good place to visit. ~~This park has many different bird species for visitors to see.~~
16. Mesa Verde National Park preserves ruins of hundreds of Pueblo ~~dwelling~~ ^{cliff} ~~that are more than twelve centuries old.~~ ~~These ancient living quarters were built into cliffs.~~ (Change *cliffs* to *cliff*.)
17. ~~The environment of Death Valley is extreme.~~ Scientists and visitors like to learn about the

environment ^{extreme} of Death Valley, which is the lowest, hottest, and driest part of North America.

18. Fort Sumter National Monument, which marks the ~~fort~~ ^{modified} where the Civil War began, can be reached by boat. ~~The fort itself has been modified.~~
19. ~~The Statue of Liberty's torch is enormous.~~ ^{enormous} One of America's most famous national monuments is the Statue of Liberty, whose torch is nearly thirty feet tall.
20. Visited by French and Spanish health seekers in the 1700s, ~~the~~ ^{natural} springs of Hot Springs National Park have an average temperature of 143 degrees Fahrenheit. ~~The springs are natural.~~

Combining Sentences by Inserting Word Groups, pp. 363–364**EXERCISE A**

Some answers may vary.

1. She read the story in a book. ~~It was a book of American folk tales.~~ ^{of American folk tales}
2. Virginia Hamilton retold the tale. ~~She is the granddaughter of a man who had escaped slavery in Virginia.~~ ^{the granddaughter of a man who had escaped slavery in Virginia}
3. A young enslaved woman named Sarah is not permitted to stop working to feed her crying baby. ~~This event happens in the folk tale.~~ ^{In the folk tale,}
4. Sarah is ~~exhausted and desperate.~~ ^{Exhausted and desperate,} She can no longer tolerate the harshness of her life.
5. ~~Toby is an older man who works with Sarah.~~ ^{an older man who works with Sarah,} Toby helps her by chanting words that make her fly away with her baby.
6. The next day a young man who is working ~~in the fields~~ ^{in the fields} falls sick from the heat. ~~He is working in the fields.~~

7. Toby repeats the chant, and the young man flies away. ~~The chant is from Africa.~~ *from Africa*
8. Marta told us that we had to read the story to find out whether all the enslaved workers fly away. ~~The fly away to freedom.~~ *to freedom*
9. Virginia Hamilton has written other books in which she retells American folk tales. ~~The folk tales are from the deep South.~~ *from the deep South*
10. ~~Marta and I are going to the library this weekend.~~ *this weekend* Marta and I are going to the library to find folk tales similar to "The People Could Fly."

EXERCISE B Some answers may vary.

11. Are you familiar with the paintings of *nineteenth-century Dutch artist* Vincent van Gogh? ~~He was a nineteenth century Dutch artist.~~
12. Vincent van Gogh was born near Brabant. ~~He was the son of a minister.~~ *The son of minister,*
13. He expressed great emotion in his work. ~~He did this by using intense colors and exaggerated lines.~~ *by using intense color and exaggerated lines*
14. One of his most famous painting uses deep blues and yellows. ~~It is called The Starry Night.~~ *, called The Starry Night,*
15. The stars are surrounded by heavy, circular brushstrokes. ~~The stars are above a quiet village.~~ *above a quiet village*
16. Van Gogh painted *Potato Eaters* in 1885 when he was a preacher. ~~He was inspired by the Belgian peasants among whom he lived.~~ *, inspired by the Belgian peasants among whom he lived,*
17. In 1886, he went to Paris to live. ~~He lived with his brother Théo, an art dealer.~~ *with his brother Théo, an art dealer*

18. From the time he left Paris until his death in 1890, he wrote more than 700 letters. ~~He wrote the letters to his brother.~~ *to his brother*
19. ~~The letters are an art historian's dream.~~ *, an art historian's dream,* These letters provide documentation of some 750 paintings and 1,600 drawings that van Gogh created in his short lifetime.
20. ~~His pictures were not considered valuable in his lifetime.~~ *not considered valuable in his lifetime,* His pictures are auctioned today at high prices.

Combining Sentences by Joining Subjects and Verbs, pp. 365–366

EXERCISE A

Some answers may vary.

- Northern states and southern states have diverse environments.
- You can explore a swamp or go to a beach in Florida.
- Michigan and Illinois are home to American Indian burial grounds.
- Visitors to Texas can walk through pine forests or explore sand dunes.
- Sequoia trees are found in California but are not found in North Dakota.
- California and Nevada border the Colorado River.
- Tourists visiting Maine can ski in the winter or go sailing in the summer.
- Georgia and Texas have popular beaches.
- Utah and Arizona have deserts and ski resorts.
- You can fish through the ice or cross-country ski in Minnesota in the winter.

EXERCISE B

Some answers may vary.

- Getting enough exercise and eating vitamin rich foods will help you stay healthy.
- Vitamin D regulates the absorption of calcium and helps prevent bone disorders.

13. To get vitamin D, you can eat eggs, fish, and dairy products or enjoy a few minutes in the sunshine.
14. Vitamin C is essential but cannot be stored in the body.
15. Most fruits and vegetables contain vitamin C but lack vitamin B₁₂.
16. Tomatoes and citrus fruits are good sources of vitamin C.
17. A person with a vitamin A deficiency may have skin problems or develop night blindness.
18. Eggs and milk products are rich in vitamin A.
19. Nuts and leafy vegetables are good sources of vitamin E.
20. Deficiencies in vitamin K can cause problems with blood clotting but rarely occur in humans.

Combining Complete Sentences, pp. 367–368

EXERCISE A

1. New Zealand is made up of two main islands. ^{g., and} It also includes many small islands.
2. New Zealand has two kinds of native bats. ^{g., but} It has no snakes.
3. All New Zealanders between the ages of six and fifteen must attend school. ^{g., and} Those who choose to attend school between the ages of fifteen and nineteen do not have to pay for this education.
4. Visitors to New Zealand can see hot springs on the North Island. ^{g., or} They can tour glaciers on the South Island.
5. You might not expect a glacier and a rain forest to exist right next to each other. ^{g., but} One place in New Zealand has a glacier that flows into a rain forest.
6. Most places in this country are within view of hills or mountains. ^{g., and} All places in New Zealand are within 80 miles of a coastline.
7. If I were to visit New Zealand, I'd like to see a cricket game. ^{g., or} Perhaps my first priority would be to see a rugby game.
8. The majority of New Zealand's citizens are of European descent. ^{g., but} The first settlers in the country were Polynesian.
9. About four hundred earthquakes occur in New Zealand every year. ^{g., but} Nearly three fourths of these earthquakes are so mild that they are not even felt.
10. New Zealanders support equal rights for all citizens. ^{g., and} In 1893, New Zealand became the first nation in the world to allow women to vote.

EXERCISE B

Some answers may vary.

11. Lorenzo was doing research on the scientist Dian Fossey. ^{g., and} The librarian recommended that he read Fossey's book *Gorillas in the Mist*.
12. Gorillas had long been considered violent and aggressive. ^{g., but} Fossey's studies of them indicated that they are gentle and social.
13. An American scientist's observations about gorillas had inspired Fossey. ^{g., and} Fossey traveled to Africa in 1963.
14. Fossey's observations required patience. ^{g., but} Over time she came to know each gorilla that inhabited her study area.
15. Fossey knew she had to observe the gorillas quietly and patiently. ^{g., or} She might frighten them if she were impatient.
16. Her study site became world famous. ^{g., and} She established a research center there in 1967.

17. Fossey earned a college degree in 1954 and worked at a children's hospital for several years. ^{g, but} She later decided to earn a Ph.D. in zoology, the study of animals.
18. The habitats of the only surviving mountain gorillas must be protected. ^{g, or} These animals could become extinct.
19. Lorenzo found these facts interesting. ^{g, and} He included them in his report.
20. Lorenzo could use drawings of gorillas in his research presentation. ^{g, but} Photos of Fossey and the gorillas she studied might be more effective.

Combining Sentences by Using Subordination, pp. 369–370

EXERCISE A

1. ^{Because} I hope to be an ecologist one day, I joined my school's environmental club.
2. Ecologists study the environment. ^{g, so that} People can live well without losing environmental resources.
3. ^{g, who wanted to go on a three-day field trip,} Last fall the club's president organized several fundraisers. ~~The club's president wanted to go on a three-day field trip.~~
4. ^{g, which has a variety of plants and animals,} We chose Everglades National Park as our destination. ~~Everglades National Park has a variety of plants and animals.~~
5. ^{Before} We made the trip, ^g each member gave a presentation about some aspect of the park's ecology.
6. On the bus trip I sat next to Rosa. ^{g, who} Rosa is my lab partner.
7. Some students took a canoe trip down the park's Wilderness waterway. ^{g, while} Others took long hikes.
8. ^{Although} I had never seen one before, ^g I immediately recognized the white heron when I saw it.

9. ^{After} I spent hours making sketches of birds, I created a series of watercolors.
10. ^{If} You are interested in joining a club, ^g you should get involved.

EXERCISE B Some answers may vary.

11. Carl Lewis is a particularly memorable athlete. ^{g, because} He is the only man who has repeated as long jump champion.
12. ^{g, who was the first competitor to receive a perfect score on an Olympic gymnastic event,} Romanian gymnast Nadia Comaneci won three gold medals at the 1976 Olympic games. ~~She was the first competitor to receive a perfect score on an Olympic gymnastic event.~~
13. ^{Because} The purpose of the Olympics is to allow individuals to compete, ^g The International Olympic Committee does not keep official tallies of the medals won by different nations.
14. ^{Although} Most Olympic sports divide competitions between men and women, ^g Horseback riding and some yachting events can have men and women on the same team.
15. Nearly 100 more nations compete in the Summer Games than compete in the Winter Games. ^{g, which} ~~The Winter Games~~ is a smaller event.
16. ^{Before} Each Olympics is held in its host city, ^g Runners and volunteers from around the world spend four weeks carrying the Olympic torch from Greece to the host city.
17. ^{Until} Alberto Juantorena of Cuba won the 400- and 800-meter races in the 1976 Olympics, ^g No runner had ever achieved this feat.
18. ^{When} American Eric Heiden won all five men's speed-skating events at the 1980 Olympics, ^g He also broke Olympic records in all five of these events.

19. ^{As soon as} East German swimmer Kristin Otto won six gold medals in the 1988 Olympics. ^g She broke a women's Olympic record.
20. Each athlete competes in a certain uniform. ^g ~~The uniform~~ ^{that} is provided by his or her country.

Review B: Revising a Paragraph by Combining Sentences, pp. 371–372

EXERCISE A

Answers will vary. Sample answers follow.

The Saint Bernard is a breed of working dog that stands about twenty-five inches high at the shoulder and weighs up to two hundred pounds. The dog was named for the monastery of Saint Bernard in the Alps. Since the 1600s, the dog has been used to help rescue people lost in snowdrifts in the Alps. The Saint Bernard has a keen sense of smell and sense of direction. The dog uses these abilities to detect people buried in the snow and to lead rescuers back to safety. Saint Bernards have helped rescue thousands of people in dangerous situations.

EXERCISE B

Answers will vary. Sample answers follow.

Have you been to or heard about Yosemite National Park? The U.S. Congress created this magnificent park in 1890 largely because of the efforts of John Muir, founder of the Sierra Club. Muir was born in Scotland in 1838, but his family moved to Wisconsin when he was eleven years old. In 1867, he suffered an eye injury that left him temporarily blind. He regained his sight after a month of blindness. Then he decided to devote his energies to enjoying nature. He walked a thousand miles from Indianapolis, Indiana, to the Gulf of Mexico. In 1868, he settled in California in the Yosemite Valley and herded sheep. He came to love the region that he would later help to preserve.

Review C: Writing Clear Sentences, pp. 373–374

EXERCISE A

Answers will vary. Sample answers follow.

Between the borders of Canada and the United States lies a famous and spectacular natural formation. Located on the Niagara River, Niagara Falls is a huge waterfall with sections that are over 150 feet high and 2,500 feet wide. Niagara Falls was probably created more than twelve thousand years ago when an immense sheet of ice melted and caused Lake Erie to overflow. Since then, Niagara Falls, has developed into a pair of large falls that tumble into a steep gorge. Niagara Falls is made of a set of two waterfalls: American Falls located in New York, and Horseshoe Falls, located in Ontario. The motion of water continuously crashing over the falls creates erosion, and almost one inch of the rock ledge of American Falls wears away each year. Horseshoe Falls, which has much more water flowing over it, erodes its ledge at a rate of three inches to six feet every year. Not surprisingly, since the 1800s, Niagara Falls has been a popular tourist destination. This natural wonder is a fascinating place.

EXERCISE B

Answers will vary. Sample answers follow.

Alice Hamilton is a prominent figure in the history of medicine in the United States. Her efforts led to safer workplace conditions for Americans. Hamilton was born in 1869 in New York City into a well-to-do family, but she was actually raised in Indiana. When her father's business failed, Hamilton realized she would have to earn her own living. She decided to study medicine. In 1897, she became a professor of pathology the study of diseases. In Chicago she worked at Hull House, a famous settlement house where immigrants and poor people received assistance. Hamilton ran a clinic, where she saw an increasing number of lead poisoning cases. She became concerned.

Because lead poisoning was a serious problem for many industrial workers, Hamilton began to investigate poisonous substances used in American factories. She conducted a statewide survey of industrial poisons in Illinois in 1908. In 1911, she began a national survey of occupational diseases. As a result, by the late 1930s, all states had laws that required job-related safety measures. In 1919, Hamilton became the first woman faculty member of Harvard University. She was named professor of industrial medicine. While she was at Harvard, she worked with companies to correct workplace practices that were harmful to employees.